eduresourceza.com

Downloaded from eduresourceza.com

HISTORY

Paper 0470/11

Paper 11

General Comments and Key Messages

Many candidates were able to demonstrate sound factual knowledge of both the Core and the Depth Study for which they had been prepared. Candidates used their knowledge effectively in writing well-developed explanations and arguments for their chosen questions. The majority of candidates managed the time available well, and were able to answer all the required questions. A small number of candidates were unable to complete the paper.

Candidates need to read the questions carefully and ensure they are answering the question which is set. This is especially true of questions that include a date; candidates need to take the date or dates given in questions into account when framing their answers.

It was noticeable this year that many candidates were able to show a detailed factual knowledge of their chosen Core and Depth Study. This meant that many candidates achieved highly on part (a) questions, which require factual recall alone. Some candidates adopted a narrative approach to answering part (b) and (c) questions; they have the historical knowledge required to answer these questions and need to demonstrate their understanding by explaining factors, rather than just describing them. Some candidates constructed a clear hypothesis in response to a question; they need to use their factual knowledge to support this hypothesis, rather than construct narrative responses. Answers to part (b) questions require explanations supported with factual knowledge. Answers to part (c) questions require explanations supported with factual knowledge and an analysis of the issue in the question.

Comments on Specific Questions

Section A - Core Content

Questions 1 to 3

The limited number of responses to these questions prevents useful comment.

Question 4

(a) Some responses described in depth the part played by Germany in increasing colonial rivalry, with focus upon Germany's desire for 'a place in the sun', the Berlin Conference of 1885, and the German involvement in Morocco. Some candidates based their answers entirely upon the naval rivalry between Britain and Germany, rather than the part played by Germany in increasing colonial rivalry.

(b) Effective answers to this question explained that the Alliance System created two armed camps and developed this idea to explain how the threat of war was increased. Answers also included explanation of the concern felt by isolated countries. Some candidates displayed a detailed knowledge of the members of the Triple Alliance and the Triple Entente; this knowledge needed development into explanation of why this increased the threat of war.

(c) Some candidates were able to identify a number of factors that increased Great Power tension before the First World War, including the problems in the Balkans, the rival alliance systems and Anglo-German naval rivalry. Candidates were able to describe these factors in some detail; effective answers were developed to explain how these factors increased tension between the Great Powers.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

Question 5

(a) Many candidates demonstrated detailed knowledge of the Treaty of Versailles' impact on Germany's military and included details of points such as the number of men allowed in the army and navy, the banning of conscription and the demilitarisation of the Rhineland. A number of answers focused upon the impact the Treaty of Versailles had on Germany generally, as they included details relating to land losses and reparations; these lacked relevance to a question about the impact upon the military.

(b) Candidates displayed a depth of knowledge about the aims of Woodrow Wilson, Lloyd George and Clemenceau, and many deployed this knowledge effectively to write comparative explanations of why these aims differed. Some candidates wrote lists of the aims of the Big Three without explaining why these differed; some also explained why the aims were similar, whereas the question asked why the aims of the Big Three differed.

(c) The focus of this question was upon Germany's reaction to the Treaty of Versailles. Some candidates developed well-argued answers, explaining, for example, that German horror at the military terms of the Treaty was justified because these terms left them vulnerable to attack, and that German outrage was not justified given the terms the Germans imposed upon Russia in the Treaty of Brest-Litovsk. However, some responses stated that Germany was horrified at the Treaty's terms and then simply listed the terms. Many candidates demonstrated detailed knowledge of the terms of the Treaty, but needed to develop this knowledge to construct explanations that focused upon Germany's reaction to the Treaty being justified or unjustified.

Question 6

(a) Effective answers to this question detailed the introduction of conscription, the signing of the Anglo-German Naval Treaty and its terms, the building of military equipment and the remilitarisation of the Rhineland. Some responses missed the time limit of 'by March 1936', and detailed Germany's role in the Spanish Civil War from July 1936. Some answers gave detailed statistics of the number of aeroplanes, battleships and military personnel in Germany, although these statistics were usually those for 1939, rather than March 1936.

(b) There were some well-developed explanations in response to this question. Explanations focused upon Hitler's desire to unite all German speakers and to develop a Greater Germany. Some candidates also developed an explanation based upon Hitler's desire to acquire Austria's mineral wealth. Candidates are expected to have a sound knowledge of the reasons why Hitler wanted Anschluss and exactly what the Anschluss was. They therefore need to be aware that Anschluss was the uniting of Germany and Austria, rather than the reuniting of the two countries.

(c) Many candidates demonstrated an extensive knowledge of the details of appeasement. A number of candidates used this knowledge effectively to explain that Chamberlain was both right and wrong to follow this policy. Arguments focused upon the need for Britain to have more time to prepare for war, the memories of the carnage that occurred in the First World War, and, on the other side of the argument, the alarm caused to the USSR, the missed opportunities to stop Hitler and the point that appeasement was morally wrong. A number of responses simply described the policy of appeasement without explaining why it was right or wrong.

Question 7

(a) A considerable number of candidates showed an in-depth and focused knowledge of the decisions made at Yalta and Potsdam in relation to Germany. Answers focused primarily upon the division of Germany into four zones of occupation, the names of the countries controlling the zones, the division of Berlin and the agreement to find and punish German war criminals. Candidates were required to focus upon Germany in this question; some responses detailed all the decisions taken at Yalta and Potsdam, rather than just those relevant to Germany.

(b) Candidates were able to identify that mistrust increased due to the USSR and the USA no longer having a common enemy, the death of Roosevelt, Truman's distrust of Stalin and the ideological differences between capitalism and communism. Stronger candidates developed these points into clearly structured explanations. Candidates need to pay careful attention to the dates given in questions. This question asked specifically about 1945; some responses included details of events

Downloaded from eduresourceza.com

CAMBRIDGE International Examinations
© 2014

Downloaded from eduresourceza.com

such as the Berlin Blockade and the Cuban Missile Crisis, which are outside the time frame of this particular question.

(c) A number of candidates produced developed explanations about the Berlin Blockade contributing to the Cold War. Many candidates described the Truman Doctrine and the Marshall Plan and needed to develop their description to explain why these could be blamed for the Cold War. Some answers to this question focused solely upon a generalised description of ideological differences between the USA and the USSR.

Question 8

(a) Many candidates were able to identify that too many people were leaving East Berlin to go to the west, and also that the Soviets demanded that the Western powers vacated the whole of Berlin. Some candidates' responses would have been improved by the ability to differentiate between the Berlin Blockade and the building of the Berlin Wall; a number of responses were focused solely upon the Berlin Blockade.

(b) Candidates demonstrated an understanding that the reforms in Czechoslovakia were threatening Soviet control and were able to explain this point. Some answers to this question were generalised in nature and stated only that there was a threat. More candidates could have been aware that, whilst the Soviets were concerned that the Prague Spring reforms would lead to Czechoslovakia leaving the Warsaw Pact, Czechoslovakia did not actually leave the Pact.

(c) Candidates displayed a detailed knowledge of Gorbachev's reforms of *perestroika* and *glasnost*, and also of events relating to Solidarity. Some candidates were able to use this knowledge effectively to explain how these factors contributed to the collapse of Soviet control over Eastern Europe. Some responses explained how Gorbachev's reforms led to problems in the Soviet Union itself; the question required explanation of how Gorbachev and other factors led to the collapse of Soviet control over Eastern Europe.

Section B – Depth Studies

Question 9

(a) Candidates focused their answers on the abdication of the Kaiser, the appointment of Ebert, Germany as a democratic republic, and the situation relating to the Spartacists. An awareness and understanding of terminology such as 'political', 'economic' and 'social' would have helped some candidates to ensure that their answers had a relevant focus.

(b) Many candidates demonstrated very detailed knowledge of the French invasion of the Ruhr; some used this knowledge effectively to develop explanations. Most candidates were aware that the French invaded the Ruhr as Germany had failed to pay reparations and stronger responses developed this point with an explanation that the French then invaded to take payment of the reparations in kind.

(c) This question required candidates to explain whether the Weimar Republic was able to deal successfully with Germany's problems between 1922 and 1929. Explanations focused upon Stresemann's success in improving the economy and on gaining international acceptance of Germany, and, on the other side of the argument, the suffering caused by hyperinflation, and the illusion that Germany's economic problems had been solved. There were many well-argued responses with detailed explanations on both sides of the debate. In other responses, candidates wrote about Germany's problems during World War One and then Hitler's rise to power in the 1930s – both of which are outside the time scale of the question.

Question 10

(a) A number of candidates were able to point out that Hitler wanted to create employment and did this through public works schemes such as building autobahns, and also that he spent money on rearmament. Some responses were focused on Hitler's policies generally, rather than being specific to his economic policies.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

(b) Clear explanations were developed focusing upon the indoctrination of children, the promotion of loyalty to Hitler and the preparation of children for their future roles in life. There were many detailed descriptions of the composition of the School curriculum; better responses then developed to explain why the Nazis had changed the curriculum. Some candidates would have benefited form an awareness of the differences between the Hitler Youth programme and the composition of the School curriculum.

(c) Effective explanations of the success of Nazi youth policies focused upon the use of education to control German youth and the nature of the Hitler Youth. Failure of the Nazi youth policies could have been more effectively explained. Candidates identified groups such as the Edelweiss Pirates and the White Rose group as being anti-Nazi; they then needed to develop explanations showing how the attitudes and actions of these groups demonstrated that Nazi Youth policies were unsuccessful.

Question 11

(a) A small number of candidates described that Lenin was given passage through Germany in a sealed train. A number of candidates wrote solely about events in November 1917, rather than April.

(b) There were some clear explanations of Bolshevik failure to harness discontent. A number of candidates wrote about the events of November 1917, rather than explaining the importance of the July Days.

(c) Clear understanding of the problems ensuing from the continuation of the war against Germany was shown in responses. Better candidates demonstrated an understanding of a number of reasons for the overthrow of the Provisional Government; others demonstrated an understanding of the continuation of the war against Germany only.

Question 12

(a) Some answers highlighted that kulaks were rich peasants and also that they were detested by Stalin. Other responses were unable to describe who the kulaks were.

(b) Detailed knowledge of the features of collectivisation was demonstrated in responses to this question. Explanations focused upon the need to update farming methods and make farming more efficient, and collectivisation being seen by Stalin as a method of dealing with the kulaks. Some responses described the features of collectivisation, rather than explaining why collectivisation was important.

(c) There were some very effective explanations of Stalin's success coming at the expense of the workers. The success of Stalin's industrialisation policies tended to be identified, rather than explained. Candidates were clearly aware that Stalin's industrialisation policies meant that the USSR became the world's second largest industrial power and was capable of surviving a world war; these identifications were substantiated as explanations in better responses.

Question 13

(a) Candidates needed to be aware of the problems facing traditional industries in America in the 1920s, and aware of which industries were the traditional ones. Effective answers detailed problems such as a decline in world trade affecting ship building, the development of synthetic fibres meaning that there was less demand for cotton and woollen textiles, the availability of cleaner fuels and the competition from newer industries. Less effective answers simply identified the traditional industries, rather than describing the problems they faced.

(b) There were many effective answers to this question, with clear explanations of over- production, the falling demand from Europe and the problems caused by American tariffs. Some answers focused upon the consequences of the difficulties, rather than explaining why American agriculture faced these difficulties.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

(c) Well-developed explanations focused upon the stimulus given by the expansion of the automobile industry to other industries, the creation of many jobs, the Republican policy of laissez-faire, the development of credit and also advertising. Some candidates described factors in great detail; developing these descriptions into explanations by showing how they were responsible for the economic boom would have improved some responses.

Question 14

(a) Many candidates demonstrated detailed knowledge of the consequences of the Wall Street Crash for the American people, describing consequences such as unemployment, the loss of life savings, the loss of homes, people suffering from malnutrition and starvation and having to queue for food. There were some responses written in very general terms only, simply stating that life was tough and people were very unhappy.

(b) Some candidates explained that the government was worried about the sheer number of ex-servicemen demanding their war bonus payments early, and substantiated this with details of the numbers involved and the setting up of camps around the city of Washington. There were also some generalised responses to this question, stating only that the Bonus Marchers demonstrated.

(c) Effective answers to this question explained the role of speculation in causing the Wall Street Crash, emphasising the nervousness felt by speculators about the value of shares and the ensuing desire to sell shares, ultimately causing a large drop in values. Candidates also explained the contribution of credit buying of shares by speculators. Over-production was explained as a weakness in the American economy. A number of candidates described the events of the Wall Street Crash; this description required development to explain how speculation on the stock market and weaknesses in the US economy were responsible for the Wall Street Crash.

Questions 15 to 25

The limited number of responses to these questions prevents useful comment.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

HISTORY

Paper 0470/12

Paper 12

General Comments and Key Messages

The best answers addressed the specific question asked, considering all aspects in a relevant way, supported by well-constructed explanations. Some responses would have been improved by adhering to the date parameters in the questions. Candidates achieving higher marks in part (a) questions provided specific factual detail. This does not need to be developed into explanation in part (a). Successful response to part (b) questions were characterised by the development of factual detail into explanation which had a clear focus on the question. Better answers to part (c) questions were characterised by a clear, logical argument borne out of a properly constructed plan of pointers for, and against, the question hypothesis. Reasons, explanations and examples featured in strong responses. Less successful answers often included many important identified points but lacked explanation or comprised a mixture of points and explanations which lacked relevance and validity.

Comments on Specific Questions

Section A – Core Content

Question 1

(a) Most answers included reference to the Allocution and the fact that Pope Pius turned his back on the revolution. The better answers included the fury that the Pope's actions aroused amongst the nationalists and the encouragement the Pope's stance gave to the conservatives.

(b) Most answers made reference to the lack of unity and co-operation among the different groups, resulting in them being divided in their aims. The better answers were wide-ranging, offering explanation about the impact of revolutionaries being mainly working-class and the value clear leadership would have given. Sometimes the question was not adequately addressed with the word 'finally' often being missed.

(c) The better responses showed a clear overview of the revolutions and explained the part played by nationalism in bringing them about. Less convincing were attempts to challenge the question hypothesis. Some answers would have been improved if candidates were aware of the term 'Nationalism' in the context of the time.

Question 2

(a) Good answers indicated the military aspect of Charles Albert's role; that he engaged the powerful Austrians, suffering heavy defeat. The battle at which he was defeated was not always known. His abdication was also mentioned. The best answers saw a link with the Pope and that the Allocution affected him. The fact that he led Piedmont was known by many.

(b) Informed candidates were able to explain a relevant range of factors in detail, particularly those relating to the need to improve Piedmont prior to Italian unification. Sometimes the question needed to be better addressed, and some responses would have benefited from taking account of the word 'important' more closely. Some answers were superficial, and would have been improved by an appropriate range of knowledge.

(c) There were responses which showed sound, balanced explanation, a clear and sometimes sophisticated style and an ability to consider and judge alternative explanations. Some responses were less balanced, concentrating more on the contribution of Mazzini and particularly his role with

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

'Young Italy'. Knowledge displayed in weaker responses was limited, and again weighted towards Mazzini.

Questions 3 and 4

There were too few answers to these questions to make comment appropriate or useful.

Question 5

Many candidates displayed a good awareness of the peace treaties of 1919-23 and used this to good effect in answering this question. Others needed to develop greater awareness of the specific details of the treaties and a greater depth of understanding of the impact of the treaties. Contemporary opinions of the peacemakers' effectiveness were generally less well known.

(a) The detail in the Treaty of Versailles with regard to the actions over Danzig was addressed by many candidates. Some responses suggested confusion with other regions by the indication that Danzig was a League mandate and that a plebiscite would be held. Information about the Polish Corridor was less strong, often being hindered by misunderstandings of its geographical situation, including links being suggested with Czechoslovakia.

(b) Almost without exception answers indicated a strong knowledge of what Clemenceau hoped to gain from the Treaty of Versailles. For many, why he was making these demands introduced good understanding. The better answers linked the demands of Clemenceau to the views of Lloyd George and Wilson, explaining why he had difficulty achieving these demands - the target of the question. Others needed to develop this explanation to achieve higher marks.

(c) Many responses started by making the problems of the peacemakers clear. Each was dealt with in order, with detailed arguments being made as to the effectiveness of the decisions. These responses achieved good marks. Others approached this question by stating the demands of the peacemakers and the terms of the treaties. This approach demonstrated sound knowledge and understanding of aims but not effectiveness, making it difficult to achieve higher marks. A small number neglected to consider the significance of the dates in the question, writing about the work of the League of Nations.

Question 6

This question focused on the League of Nations. Many were aware of the work of the League in the 1920s and used this information well. For others, the understanding of the reasons for the failure proved challenging. On occasions, knowledge of events and decisions taken outside the League interfered with valid explanation.

(a) Significant numbers of answers offered detailed information about the role played by the League in disputes during the 1920s. Other responses needed to develop this approach, rather than the one taken of describing the dispute, rather than the role. A small number of answers lacked relevant detail, as the disputes chosen were from the 1930s. On a limited number of occasions humanitarian work was the focus of the answer.

(b) Many answers provided a number of explained reasons as to why Britain and France dominated the League, with the USA not joining being the main one. Others needed to develop explanations, being more content with a descriptive or identification approach.

(c) Good responses contained explanation to both support and dispute the question hypothesis. On one side they explained why the Abyssinian crisis contributed to the fall of the League, whilst on the other side they explained factors including Manchuria, the Depression and the absence of the USA, to challenge the hypothesis. The arguments were clearly presented, often in separate paragraphs. Where evaluation was attempted this was sometimes more of a summary. Other answers would have benefited from greater clarity. For example, when dealing with the Abyssinian crisis, the answer was more of a description of the crisis, rather than an explanation of why the crisis destroyed the League. Weaker answers identified reasons such as the lack of an army but needed to make links to specific examples. Detail surrounding Hoare-Laval could have been stronger and more accurate.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

Question 7

This question focused on the period from the ending of the Second World War to 1948, dealing with the start of the Cold War, including the significance of Berlin at that time. Many were aware of the issues which existed at that time, whilst others concentrated more on the USA's attempts to contain the spread of Communism.

(a) Many answers indicated that the original government was a coalition, although Communist involvement was becoming increasingly significant. Events surrounding Masaryk were known, as was the fact that in 1948 the elections non-surprisingly resulted in Communist control. Some answers were brief and lacking in any consideration of chronology. In others, the answer focused on events in Czechoslovakia in 1968.

(b) Many responses indicated a good understanding of events in Berlin, including the decisions at Potsdam and the subsequent combination of zones, which were seen as provocative by Stalin. Added to this was Stalin's view that the western powers were not wanted in Berlin, a city deep in the Soviet Zone. Some candidates showed a lack of chronology, giving reasons more commonly associated with the building of the Berlin Wall.

(c) The best answers were carefully planned and examined the reasons why each of the countries was individually to blame, often starting with the USA and the development of the atomic bomb and the mistrust that developed from Potsdam. This progressed neatly into Marshall Aid on one side and the USSR 'sphere of influence' and blockading of Berlin, on the other. These arguments provided a clear focus as to 'blame'. Others needed to develop clarity of explanation, being more content to describe what happened without focusing on the question.

Question 8

This question focused on the growth of Solidarity and the significance of its role in the increasing opposition to Soviet control of Eastern European countries in the 1980s. Many responses showed good understanding of all aspects, using this to good effect in their answers to the question. Some candidates would have benefited from recognising that part **(c)** related to 'Eastern European countries' and not just Poland.

(a) Most were able to identify the main events involving Solidarity at that specific time and use this to good effect in answering the question. Some answers lacked structure, being a mainly a list of points. This reduced coherence in relation to the sequence of events.

(b) The best answers explained a number of reasons as to why the Polish government was unable to defeat Solidarity. Others needed to progress beyond a list of reasons, which included popularity, leadership and the Catholic Church. Some needed to focus more on specific reasons, rather than general points such as 'it was strong' or 'it was supported by the church'.

(c) There were responses which showed good understanding of the reasons for growing opposition to Soviet control and explained these to a high standard. Others were stronger on one side of the argument than on the other. Here the question hypothesis, relating to the standard of living, was missed, resulting in an unbalanced answer. Sometimes the question was not adequately addressed. Here answers lacked planning, resulting in unexplained reasons or reasons with invalid explanations.

Section B – Depth Studies

Question 9

(a) Many candidates were able to identify and describe numerous weaknesses of the Weimar Constitution. In some instances answers were well-developed to exemplify a particular point. Less successful responses showed more limited knowledge of the new German constitution. In answering the question, some candidates incorrectly thought 'constitution' meant government, describing the problems Weimar was facing.

(b) The better responses to this question identified a number of reasons for the crisis and then, one at a time, explained why. This approach produced a convincing argument, showing good understanding in relation to the context of 1923. Many candidates showed a good understanding

Downloaded from eduresourceza.com

CAMBRIDGE International Examinations
© 2014

Downloaded from eduresourceza.com

of the intricate relationship between occupation, passive resistance, printing money and hyperinflation. Others needed a greater understanding of these actions in order to make sense of the period. A number incorrectly stated that the printing of money was to pay the reparations. Better responses saw beyond the financial crisis to include explanation of political crisis. Here the Munich Putsch was valid but the Spartacists and Kapp were not.

(c) There were answers that showed good understanding of the period, explaining reasons for and against the 'golden age' for Germany hypothesis. Some answers were less strong on challenging the hypothesis, being limited to the status of American loans. Weaker answers were characterised by a tendency to generalised comment, with the link to supporting and challenging the hypothesis tenuous or absent.

Question 10

(a) Many candidates were able to identify correctly the actions taken by Hitler against the SA. Most were clear and concise, from naming the event to the murder of Röhm. Others lacked strength and depth of knowledge which resulted, in responses, in Hitler being involved in every piece of action, rather than him deploying the SS.

(b) Most responses identified reasons for the persecution of different groups within German society. These identified reasons were turned into explanations. The best looked individually at different groups, explaining why they were persecuted. Those answers which put the different groups together limited their explanation to one related to the Aryan master race. Some responses indicated a lack of clarity between persecution and control, resulting in issues relating to consolidation and propaganda featuring heavily in responses.

(c) Many answers initially identified what was meant by 'police state' in the question. Once this had been completed, other methods of control were identified and a balanced answer completed, explaining both support for, and opposition to, the question hypothesis. These answers considered wide-ranging aspects of Germany under the Nazis. Others needed to move away from description to develop explained reasoning. Often these answers showed good recall of knowledge, and developing this knowledge into understanding would have improved them.

Question 11

(a) The best answers to this question identified the part played by the Russian Orthodox Church clearly and concisely. Detail was correct and relevant. Weaker answers were still aware of how the Church promoted the Tsar but awareness of the different ways this was put in to practice was limited.

(b) There were responses which showed consistent use of explanation in providing reasons for the Revolution of 1905. These ranged from the poor living and working conditions, 'Bloody Sunday' and the loss of the war against the Japanese. In each case answers showed good awareness and understanding within the context of the time. Other answers identified the reasons but needed to go on and develop this identification into explanation. Some answers wrote in detail about Bloody Sunday without showing the significance of the relation to a reason for revolution.

(c) Many responses to this question were excellent, with detailed argument on both sides of the debate. Here the role of Rasputin was considered through the use of explanation within the context of the time. This approach contrasted with that of candidates who were aware of Rasputin but neglected to take their answer beyond description. Consideration of other reasons for the weakening of the power of the Tsar fell into a similar pattern. The reasons identified included the role of the Tsarina, the Tsar taking charge at the war front and the conditions endured by the Russian citizens. If these were developed into explanation and evaluated, the standard of response was high. The question of 'how important' could have been addressed by more candidates.

Question 12

(a) Most answers identified a number of points showing how Stalin dealt with Trotsky. The main one, as expected, was the detail regarding Stalin's information about Lenin's funeral which, on numerous occasions, was developed into impact. The exiling of Trotsky was often well-known. Weaker answers required a wider view than just events related to Stalin's funeral.

Downloaded from eduresourceza.com

CAMBRIDGE
International Examinations
© 2014

Downloaded from eduresourceza.com

(b) Better answers integrated formal description with convincing explanation of the reasons. The very best answers started with a clear identification of each reason and then in separate paragraphs, produced clear explanation for the holding of the 'show trials'. Other answers spent much time in finding different ways to explain that Stalin was paranoid and needed to remove opposition.

(c) There were responses that showed a clear thought process which produced a number of alternative explanations to support and challenge the question hypothesis. These answers looked at the whole of the period Stalin was in power, never losing sight of the 'effective' aspect of the question. Less strong answers were unbalanced, with more explanation being devoted to aspects of effectiveness, with limited explanation of 'ineffective'. Some candidates struggled to answer the question as set, tending to offer description of detail relating to Stalin's rule.

Question 13

(a) Detail of the American movie industry was generally well-known. The better responses detailed the development of Hollywood, increasing attendances, cheap entertainment and the creation of stars. Less detailed responses concentrated on the introduction of 'talkies' and the selling power of the stars.

(b) Candidates who performed well demonstrated good understanding of the Prohibition period, producing a number of aspects which were difficult to enforce. Each of these was explained in turn, showing good understanding in context. Some were aware of the main issues but would have benefited from presenting their knowledge with more clarity. Some answers were limited to identification of reasons, with the odd reason developed into a weak explanation.

(c) The best answers identified the reasons why, or why not, American society in the 1920s was to be judged 'intolerant'. These were carefully ordered with explanations and analysis developed, leading to a coherent, balanced argument on which to base their judgement. Other responses were unbalanced, producing good developed explanation in arguing that America was intolerant but neglecting to reach a judgement. Some needed to focus more on explanation. These responses were aware of an outline of what might fit an argument but often the points remained unexplained. Some were less strong on the understanding of 'intolerant', a crucial historical term of the time. Whilst well-known, the changing life of some women was limited to 'short-skirts' and 'smoking in public without a chaperone'. This was described in detail. Links to tolerance were often omitted.

Question 14

(a) Many answers showed excellent knowledge of the benefits of the 'fireside chats'. Sometimes the question itself could have been better addressed, some candidates focusing on describing what fireside chats were.

(b) Many excellent responses showed good understanding of the conflict which had arisen between the President and the Supreme Court. Here candidates were able to explain the conflict and the reasons for the unconstitutional aspects of the New Deal. The best answers developed beyond that to get to the issue of differing political views and that the President was acting like a 'communist'. Weaker answers identified the main aspects and would have been improved by greater understanding and explanation.

(c) The best answers came from candidates who covered the full life span of the New Deal. These candidates found examples across the period to support their argument that 'life was better', whilst also arguing that for some groups this was not the case. The best responses ensured a balanced approach, supported by explanation and evaluation. Less strong answers were unbalanced, with one-side of the argument attracting the bulk of the explanation and examples. Other answers concentrated on a more general approach, making unsubstantiated claims about 'better' or 'worse'.

Question 15

(a) Most answers demonstrated an awareness of the industries covered and the need to increase production. More could have mentioned the wider aims of Communist ideology.

(b) The better responses identified where improvement was needed and explained how this was to be brought about. This linked well with the changing ideas brought about by Chinese Communism.

Downloaded from eduresourceza.com

CAMBRIDGE International Examinations
© 2014

Downloaded from eduresourceza.com

Some good answers introduced the Chinese Communism idea and the need to improve lives, although explanations were not as strong. Few answers considered the hygiene and medical areas needing improvement, whilst in some answers 'social' was missed. .

(c) Responses would have benefited from greater detail of the different stages of agricultural development from 1950 onwards, making it easier for a judgement of successful to be made. Whilst some made reference to the Reform Laws, the context was lacking. Most mentioned communes, describing how agriculture operated; evaluation of their success could have been more frequently seen.

Questions 16-19

There were too few answers to these questions to make comment appropriate or useful.

Question 20

(a) Many excellent responses contained factual description showing a high level of awareness of the situation for the Arab nations in 1948-9. The new State of Israel was the starting point of links to refugee camps, fear of future war and loss of pride. Sometimes candidates didn't take account of the dates in the question, basing their answer around 1947. Some needed to focus more on the impact on the Arab nations, rather than the actions of Israel.

(b) Many excellent responses contained detailed explanation of the impact of Nasser. The best answers integrated formal description with convincing discussion and explanation of the context and concepts. The very best answers were extremely well argued and logically organised. Some candidates needed to focus more on the context of the period to avoid a narrow approach based on revenge.

(c) There were responses which showed a clear and often sophisticated style, and an ability to make a judgement on the question hypothesis based on the evidence presented. The best responses addressed the specific question asked, supporting their argument with careful analysis. Some candidates needed to focus more on explanation, rather than on producing a narrative of the period.

Question 21

(a) There were many confident and authoritative responses to this question. The 'iron fist' policy was often known in detail and with understanding. Less strong responses concentrated more on the physical actions of the Israeli troops.

(b) Better responses started with an understanding of the 'occupied territories'. This enabled the answer to develop good explanation in relation to ownership, as well as to wider issues. The better answers made use of detail in relation to the Labor Government and, subsequently, Likud. The impact of military rule and tensions in Hebron completed a thoughtfully explained answer.

(c) The depth of knowledge demonstrated in the best answers was confident and authoritative. Answers were balanced in their approach, with strong explanation of points relating to both sides. Less strong responses still considered the views of the Israeli people but on occasions the part played by political leaders needed to be more clearly defined.

Questions 22-25

There were too few answers to these questions to make comment appropriate or useful.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

HISTORY

Paper 0470/13

Paper 13

General Comments and Key Messages

A significant majority of answers to this year's questions reflected sound understanding and good knowledge, supported by a wealth of factual detail. Candidates expressed themselves clearly and had worked hard to acquire a great deal of information and they were able to put this to good use in the **part (a)** questions which reward straightforward recall and description. Candidates often approached these questions effectively, tending to write short paragraphs in which explanation was not required.

The best answers to **part (b) and (c)** questions applied knowledge precisely to the requirements of the question, rather than writing lengthy introductions which 'set the scene' or which included information which lacked relevance. Candidates are credited for the identification of relevant 'why' factors but higher marks are awarded to answers which go further and develop each factor fully, thereby meeting the exact demands of the question.

A significant number of strong responses to part **(c)** questions not only tried to argue both sides of the topic (both agreeing and disagreeing with the given interpretation), but also attempted to arrive at a judgement in the conclusion. Candidates should avoid repeating points already made in the essay and instead should explain and analyse how far the argument both supports and disagrees with the focus of the question. Some conclusions confine themselves to just asserting 'how far', rather than explaining which side of the argument is stronger than the other.

Comments on Specific Questions

Section A – Core Content

Questions 1 to 3

The limited number of responses to these questions prevents useful comment.

Question 4

Some answers to **part (a)** tended to be rather generalised; more detailed responses included references to the development of Dreadnoughts, the use of conscripts, the growth of the steel industry and the importance of the Schlieffen Plan. Narrative answers to **part (b)** were often seen as candidates tended to re-tell the story of the Kaiser's 1905 speech and/or the visit of the German gunboat to Agadir in 1911; concentrating on the reasons why these events increased tension between the Great Powers would have improved some responses. **Part (c)** found many answers which balanced the actions of Austria-Hungary as a cause of war in 1914 against the actions of other countries. Some candidates described the events in Sarajevo when the question asked specifically about why the actions of, not only Austria-Hungary, but also of 'any other country' (Germany, Russia, France and Britain could be looked at) provoked a Europe-wide war.

Question 5

This was a popular question. There were many good answers to the **part (a)** question, which was about the losses of territory suffered by Germany at the Treaty of Versailles. Weaker responses just mentioned general points such as 'Germany lost colonies'. Higher marks were awarded for specific details. No credit could be given for the Rhineland, which remained German territory, or for the Sudetenland, which was never part of the Versailles treaty. In **part (b),** the reasons why the 'Big Three' were dissatisfied with the Treaty of Versailles attracted some general answers about their contrasting aims, as well as some better responses which related their disappointments to specific terms of the Treaty. Some candidates missed out here by not including details of penalties imposed on Germany, or by omitting details of specific demands which were not

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

met, such as France's aim that Germany should be split into smaller states. **Part (c)** proved demanding and some of the less successful answers appeared to approach this as a 'how fair was the Treaty of Versailles?' style question. Better responses argued, for instance, that the Treaty was wise because the military terms aimed to curb German aggression and reassure Allied populations; on the other hand, the Treaty was unwise because the lands it lost (e.g. the Saar) included wealth which made it harder for Germany to repay its reparations.

Question 6

In **part (a)** there were some sound descriptions of the 1935 plebiscite which decided the fate of the Saar. Candidates seemed less secure on **part (b)**, as they were not always able to show why Italy became such a threat to world peace as answers were often narratives of the Abyssinian Crisis. Better candidates explained why Mussolini's failure to obey the League was so dangerous, and why his decision to sign the Rome-Berlin Axis and collaborate in the Spanish Civil War was further evidence of ill intent. In **part (c)** there was evidence of good knowledge of appeasement which was used to support the idea of British and French weakness, as well as a range of other factors which contributed to the tension which eventually led to war in 1939. Better responses avoided a narrative account of events and linked what happened to the reasons for war; e.g. appeasement encouraged Hitler's aggression to the point where he no longer believed that Britain and France would intervene when Poland was invaded.

Question 7

Candidates knew many detailed points about events in Hungary in **part (a)**. Some answers to **part (b)** contained much narrative about the Prague Spring, rather than getting to the point of the question, i.e. why then did the Soviets invade Czechoslovakia. Two or three developed points about Brezhnev's fears that the Soviets would lose control, that the Warsaw Pact and Brezhnev Doctrine would be undermined and the pressure the Soviets were under from other Eastern bloc leaders to act, featured in the strongest responses. Some **part (c)** answers would have benefited from greater balance; it was important to read the question closely and confine answers to the decline of Soviet influence in Eastern Europe. Candidates knew a great deal about both Solidarity on the one hand and Gorbachev's policies on the other; the key was to use both sets of factors to explain why Soviet influence declined as a result.

Question 8

There were a limited number of responses to this question. **Part (a)** required knowledge of the humanitarian work of two UN agencies – full marks could not be achieved by writing about just one. **Part (b)** attracted some general points about the problems caused by the veto and by the slowness of decision making, while there was some evidence that candidates brought in knowledge of the League of Nations and incorrectly applied it to the UN. Answers to part **(c)** often lacked balance because there was sound knowledge of the UN's work in Korea, but weaker support for what the UN achieved in the Congo; answers were often narrative in approach or contained one-sided explanation.

Section B – Depth Studies

Question 9

It was rare to see a poor answer to **part (a)**; answers included detailed references to the Nazis' Twenty Five Point programme and a significant number of candidates gained very high marks. In contrast, there was less secure knowledge of the reasons why Hitler attempted the Munich Putsch in **part (b)**. Answers which focused on the timing of Hitler's decision, against the background of the Ruhr invasion, hyperinflation and exploiting Ludendorff's support against an unpopular Weimar, scored well. Candidates who produced more generalised responses about the weaknesses of the new Weimar governments after 1919 were less successful. Candidates' knowledge also appeared less precise when explaining the rise of Hitler's electoral support as required by **part (c)**. There was a lack of balance as many answers concentrated on the ways the Nazis exploited the Depression, linking propaganda and votes to promises to help alleviate the worst effects of unemployment and the farming crisis. However, to secure higher marks, an explanation, rather than description, of a range of alternative factors was required, e.g. anti-Semitism, opposition to Communism, the financial support of some industrialists, the campaign against the Versailles settlement. Some candidates included these latter aspects but they needed to be better developed in terms of explanation.

Downloaded from eduresourceza.com

CAMBRIDGE
International Examinations
© 2014

Downloaded from eduresourceza.com

Question 10

There were a limited number of responses to this question. **Part (a)** posed few problems and there was good knowledge of rearmament, public works and policies to help agriculture. Credit was also given for details of the Four Year Plan and the encouragement of autarky. It was also rare to see weak answers to **part (b)**; the reasons for the Final Solution were generally well known, with references to the economic and racial basis of Nazi policies, including the impact of Hitler's early years in Vienna and the manner in which Jews were cast as the universal scapegoat. Candidates should avoid lapsing into lengthy narratives about the treatment of Jews by relating their ideas to the specific explanation demanded by the question. Some candidates struggled to apply relevant knowledge to both sides of the **part (c)** question. Better answers exhibited understanding of both change and continuity; supporting evidence included changes in the role of women during the war and the later impact of war (citing rationing and bombing), while on the other hand responses included arguments that the central apparatus of the police state, propaganda and the control of youth remained largely in place throughout.

Question 11

Candidates knew a great deal about War Communism in **part (a)**. Answers to **part (b)** tended to be more descriptive. The question was looking for an explanation as to why the Kronstadt sailors objected to War Communism, to the Cheka and to other policies of suppression which they claimed had 'perverted' the ideals of the Revolution. Answers to **part (c)** revealed some real strengths, with sound arguments supporting the economic successes of the NEP on the one hand, and the perceptions of some Bolsheviks that Marxism was being betrayed, on the other.

Question 12

There were many good answers to this question. There was secure knowledge of the Five Year Plans (**part (a)**), although the explanations of Stalin's pressing need to modernise Soviet industry tended to be generalised (**part (b)**). The importance of increasing military strength, self-sufficiency and of boosting Communism by turning peasants into industrial workers, were typical identified reasons; sometimes more detail was needed. **Part (c)** answers were often effectively argued, with sound analyses of economic successes placed against a background of poor living and working conditions. The strongest responses argued about the relative impact of Stalin's economic policies on the economy and on the people, and made an analytical judgement on this.

Question 13

Part (a) was well answered. Many candidates could correctly identify a detailed range of features to describe the Ku Klux Klan. Responses to **part (b)** tended to be descriptive, without reference to specific supporting factors. There was a great deal of information about labour-saving devices for the home, the easing of traditional rules of behaviour, the role of films and the independence derived when women had more money compared to pre-war wages. In order to achieve higher marks, each point needed to be applied to the demands of the question by explaining why, then, the lifestyles of young urban women changed. For **part (c)**, it was important to balance both the impact of crime and that of an alternative range of reasons to account for the ending of Prohibition. A balanced approach to these styles of **(c)** questions is recommended; answers were particularly strong when explaining factors relating to crime, while alternative reasons tended to be less developed. Typically, the latter included references to the Depression, unemployment and the loss of taxable income. Some of the best answers used the fact that millions of Americans were just not prepared to conform to the law as an effective argument for the ending of Prohibition.

Question 14

In **part (a)**, better responses included the building of shanty towns, the reliance on charity such as soup queues, and the westerly migration to find work. There were more knowledgeable explanations of the Wall Street Crash in **part (b),** reflecting good understanding of speculation, credit buying, weaknesses in the economy and panic selling fuelled by lack of confidence. Answers to **part (c)** were sometimes unbalanced by focusing purely on Hoover's unpopularity. Notwithstanding some strong explanations of Hoover's failed policies and actions, responses would have been improved by creating the 'other side of the argument'. This required a thorough understanding of Roosevelt's previous political record, the promises he made during the 1932 election and of his ability to win over the voters. Weaker responses discussed the Alphabet Agencies, repeating the common mistake of assuming that Roosevelt's 'New Deal' had taken precise shape by the time of the election.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

Question 15

In **part (a)**, many candidates possessed a good knowledge of Communist agrarian policies, such as land redistribution and measures taken against landlords. **Part (b)** answers tended to contain generalised comments about the use of propaganda, rather than specific explanations about the need to support Mao's radical policies, to glorify past struggles and the importance of continuing efforts to undermine the KMT and 'capitalist forces'. In **part (c)** some responses would have benefited from more detailed knowledge about the extent of Soviet financial and technical help, and 'other factors' such as the importance of Mao's leadership and policies aimed at focusing the resources of the state on heavy industry.

Question 16

In **part (a)**, **c**andidates knew a great deal about the 'Four Olds' and were able to define them and add supporting detail. Those who attempted **part (b)** produced strong responses about why it was important for Mao to reinforce his power, and why he felt China should return to the values of 'perfect communism'. In **part (c)** many were able to construct well supported arguments to assess the benefits and drawbacks of the Cultural Revolution.

Questions 17 to 25

The limited number of responses to these questions prevents useful comment.

Downloaded from eduresourceza.com

CAMBRIDGE
International Examinations
© 2014

Downloaded from eduresourceza.com

HISTORY

Paper 0470/21

Paper 21

General Comments and Key Messages

The key message is to write focused and relevant answers. Some candidates' answers are simply repetition of what the sources say, or description of what they show. Focus and relevance demand that everything in the answer serves a purpose – the purpose of answering the question. So, for example, if the question asks how different two sources are, writing about only one of the sources does not answer the question. Every sentence should serve the purpose of advancing a comparison between the two sources. Or if the question asks whether or not you trust an account, do not spend time copying the source, go straight into the argument of what you can and cannot trust, and why.

Most candidates were able to write positive responses to all the questions. The sources posed no particular problems of comprehension. Candidates have two hours in which to complete this paper, and many write lengthy scripts. As hinted above, time spent on thinking, rather than on writing, would for many candidates be beneficial. The most obvious strengths in the answers were the ability of most candidates to comprehend the sources in their historical context, to bring contextual knowledge into their arguments, and, noticeably more than in previous years, the ability to provide developed arguments on source reliability. The single most important area of weakness is in the interpretation of cartoons. This is, admittedly, a demanding skill, requiring both an understanding of the events and a familiarity with the physical appearance of the main characters, as well as an ability to grasp the specific points the cartoonist is making. For those teachers who do not already do so, it would be worthwhile to make a specific effort to familiarise their candidates with a collection of cartoons on the topic for the year's paper.

Comments on Specific Questions

Option A: 19th Century option

Question 1

The usual, but not invariable, format for the first question is to ask for a comparison of two sources. Candidates need to be aware that there will always be both similarities and differences between the two sources, so answers dealing only with surface comparisons on one side can only gain modest marks. Additionally, the highest level answers will generally do something more than simple comparison of source detail, perhaps detecting similarities or differences in the arguments of the sources taken as a whole. With these two sources candidates found plenty of surface comparisons – for example the fact that in both sources there was mention of Lincoln's call for militia volunteers, or that the sources differed in the numbers of these volunteers. However, taken as a whole, these sources were advancing arguments about the causes of the war, and specifically about the relative importance of slavery. The best answers saw that in both sources preserving the Union was a prime cause, but that the sources differed in that Source B regarded slavery as the fundamental cause which would require the North to fight for the Union, whilst Source A did not.

Question 2

On one level the cartoon was very straightforward, showing a slave ripping apart a map of the United States, whilst a stereotypical Southerner and Northerner watched on. Most candidates were able to detect some sub-messages on the attitudes of the onlookers, the problems caused by slavery, or the divide suggested by the ripping of the map. However, two elements were often missed. First, the date of the cartoon, which predated the war. Many answers assumed that the cartoon was commenting on the outbreak of war, whereas it was, in fact, a prediction of things to come – that slavery would destroy the Union. Second, the cartoonist's attitude, detectable in the words 'The United States – a Black Business', was almost never used.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

The true message of the cartoon is the cartoonist's disapproval of the situation in which the issue of slavery is going to destroy the Union.

Question 3

This question asked whether the fact that Lincoln signed the Emancipation Proclamation in 1863 proved that he had been lying in 1861 when he said that he would not. Most candidates manoeuvred their way around this by fastening onto the other aspect of Source D – that Lincoln also said he was anti-slavery – to argue that he was actually telling the truth. There was always a suggestion with these answers that they did not fully comprehend the point Lincoln was making in Source D, and that they were certainly unaware of Lincoln's need to be circumspect on the issue of slavery at that particular time. Interestingly, very few candidates concluded that the difference between the two sources did indeed prove that Lincoln was lying in Source D. Although a few candidates noted the time difference between the two sources, this was usually only to note that Lincoln might simply have changed his mind, rather than to give a contextually informed answer based on what had actually changed between the two dates.

Question 4

As with **Question 2**, candidates usually were able to detect sub-messages of the cartoons, and sometimes produced valid comparisons of these. However, many struggled, despite the wording of the question, to see the way through to making a comparison on the basis of what the two cartoonists thought about the events depicted. Source G was somewhat easier to understand, as often candidates failed to work out who exactly Columbia was dealing with in Source F. Nonetheless many answers spotted, for example, that the North was stronger than the South in both sources, or that secession was not working for the South. These comparisons were still not really engaging with the cartoonists' views, though. A few answers did detect that both cartoonists were in favour of saving the Union, though their disagreement over how to save the Union was missed.

Question 5

This was a question where there were opportunities to use contextual knowledge, or cross-reference to material in other sources, however most answers focused on empathetic arguments. Instead of focusing on why, in June 1861, Douglas might have been concerned by Lincoln's conduct of the war (as evidenced in Source A, for example), most answers concluded that it was entirely unsurprising that an ex-slave would want slavery to be abolished, because he would know how awful slavery was. Of course, this is fair enough as an explanation of his personal attitude to slavery, but it is insufficient to explain his particular concern at that particular time. Most answers did not, for example, show an awareness that the reason he was making the speech was because he believed the war was NOT being fought over slavery.

Question 6

This question is about the sources, and the evidence they give in relation to the given hypothesis. It is not about the hypothesis, so if an answer does not make any mention of the sources, it will not get far. Secondly, the question asks 'how far', which is a clear signal that the sources will contain evidence both for and against the hypothesis. Answers on one side only will therefore be limited in the credit they receive. Finally, the source content must be used to show how it either supports or questions the hypothesis, and it is this final requirement that many candidates find hard to satisfy. What does *using* a source mean? Ideally it will mean the identification of an aspect of the source (not necessarily a quote, a précis will do just as well) that is relevant to the argument. So, the hypothesis was that the Civil War was fought over slavery. How about Source A? Using the source would produce something like this: 'Source A does not support the hypothesis because it says that Lincoln believed making slavery a focus of the war effort would shatter Northern unity'. The best approach is to go through each of the sources in turn. Grouping the sources is a bad idea as candidates often draw conclusions about the group which are not true of all the sources in the group. In the end, most candidates score a reasonable mark on this question, but this is often as a result of successfully using only a small minority of the sources they have actually written about.

Downloaded from eduresourceza.com

CAMBRIDGE
International Examinations
© 2014

Downloaded from eduresourceza.com

Option B: 20th Century option

Question 1

The usual, but not invariable, format for the first question is to ask for a comparison of two sources. Candidates need to be aware that there will always be both similarities and differences between the two sources, so answers dealing only with surface comparisons on one side can only gain modest marks. Additionally, the highest level answers will generally do something more than simple comparison of source detail, perhaps detecting similarities or differences in the arguments or opinions of the sources taken as a whole. With these two sources candidates found plenty of surface comparisons – for example the fact that in both sources there was mention of the blockade and the placing of Soviet missiles in Cuba, or that the sources differed on whether the missiles were offensive or defensive in nature. However, taken as a whole, these sources were advancing arguments about who was to blame for the Cuban crisis. The best answers saw that the sources differed in that Source A held the Soviet Union responsible, whilst Source B blamed the USA.

Question 2

In questions that ask whether or not you are surprised by a source, it is essential both to make it clear whether or not you are surprised, and by what. Only then can an explanation of why you are surprised have a proper focus. Many answers would benefit from greater clarity in these respects. It should also be apparent that the explanation advanced should actually be consistent with the stance on surprised or not surprised. Again, some answers manage to lose sight of this. In this question many answers used 'everyday' empathetic reasoning to explain their lack of surprise – knowing how disastrous a nuclear war would be, of course nobody would want one. This meant that Source C was overlooked (to which the question made specific reference), which showed that US military planning did envisage the possibility of nuclear war. Clearly, then, those answers that used Source C in their answer were better than those that did not. However, there were two other approaches that also provided effective lines of reasoning. Instead of (or in addition to) turning to Source C to support their arguments, candidates could use other sources on the paper, or their own knowledge of the events. This approach could mean that, for example, candidates were surprised by the pacific Kennedy in Source D by comparison with the more assertive Kennedy in Source A, or suggest that Kennedy's caution was entirely unsurprising given the Bay of Pigs fiasco. Finally, there were answers that used the provenance of Source D to argue that the Kennedy depicted in Source D was a version created by his brother for a specific purpose – to shape the historical record by creating a favourable image of Kennedy's conduct during the crisis.

Question 3

Of the two cartoons used in this question, Source F proved by far the more accessible, even though a significant minority of candidates could not recognise Khrushchev. Its message was more straightforward, and almost every candidate was able to give some sensible interpretation of it. Source E was a different matter. The main issue was whether or not candidates understood that it was a representation of the Cuban crisis – many answers made no reference to the crisis, and simply described the cartoon at face value. This was a significant limitation, since the question was asking for a comparison of the messages of the two cartoons. There were several ways in which the sub-messages of these cartoons were both similar and different. In both for example, nuclear war was imminent. Alternatively, in Source E the superpowers were risking war, whilst in Source F they were trying to prevent war. Reasonable answers were able to make these comparisons and use source content to support them. Only rarely, though, did candidates see their way through to detecting the cartoonists' points of view about the crisis. Only through these points of view could one engage with the 'big message' of who was to blame for what was going on. Some saw that in Source E Kennedy was seen as the hero, whilst Khrushchev was depicted as the villain, but then assumed that the cartoonist in Source F was praising the leaders for their responsibility. Whilst this was permitted as equivalent to a comparison of sub-messages, it was missing the point that Source F was actually condemning the leaders for having taken the world to the brink of destruction.

Question 4

When asked whether or not you trust a source, it is reasonable to assume that there might be some reason not to, though, of course, there also may be aspects of it that are trustworthy. Some answers simply accepted what the source said, often on the basis that it was true since it agreed with the candidate's knowledge of the events. Alternatively, the source was rejected on the basis that it was biased, written too long after the events, or by someone who was not even in the meeting described. Answers based only on asserting (lack of) reliability meet only surface requirements; what is required is an explanation of how and

Downloaded from eduresourceza.com

CAMBRIDGE
International Examinations
© 2014

Downloaded from eduresourceza.com

why the source may be seen as (un)reliable. In other words the answer needs to evaluate the source. A majority of answers did exactly that, most often by showing the bias displayed by depicting Kennedy as begging Khrushchev for help, but also by using other sources or contextual knowledge to support/challenge the claims in Source G. The other way of evaluating the source was to assess Khrushchev's purpose in representing events in this way – an obvious exercise in self-justification, particularly given that he ultimately lost office, at least in part, as a consequence of the Cuban crisis.

Question 5

Most candidates were able to interpret the cartoon effectively, and use this in providing reasons why it was published at the end of October 1962. A few candidates did not see that the cartoon was commenting on the resolution of the crisis, and provided a more general reason relating merely to this being the time the crisis was going on. In practice reasons related to two different aspects; context (what was happening at that time), and message (what the cartoonist wanted to say). The first of these was straightforward – it was published at that time as that was when the missiles were removed, when the crisis was over, when Khrushchev backed down. The second was slightly more problematical. There were obvious sub-messages – for example, to show that Khrushchev was taking his missiles out of Cuba – but what to make of the comment that this was hurting Khrushchev more than Castro? This was clearly hinting at Khrushchev's bad faith in his treatment of Castro. The best reasons, then, had to appreciate this dimension of the cartoon.

Question 6

This question is about the sources, and the evidence they give in relation to the given hypothesis. It is not about the hypothesis, so if an answer does not make any mention of the sources, it will not get far. Secondly, the question asks 'how far', which is a clear signal that the sources will contain evidence both for and against the hypothesis. Answers on one side only will therefore be limited in the credit they receive. Finally, the source content must be used to show how it either supports or questions the hypothesis, and it is this final requirement that many candidates find hard to satisfy. What does *using* a source mean? Ideally it will mean the identification of an aspect of the source (not necessarily a quote, a précis will do just as well) that is relevant to the argument. So, the hypothesis was that the superpowers acted reasonably during the missile crisis. How about Source A? Using the source would produce something like this: 'Source A does support the hypothesis because it says that Kennedy's goal was to support peace and freedom around the world'. The best approach is to go through each of the sources in turn. Grouping the sources is a bad idea as candidates often draw conclusions about the group which are not true of all the sources in the group. In the end, most candidates score a reasonable mark on this question, but this is often as a result of successfully using only a small minority of the sources they have actually written about.

Downloaded from eduresourceza.com

CAMBRIDGE
International Examinations
© 2014

Downloaded from eduresourceza.com

HISTORY

Paper 0470/22

Paper 22

General Comments and Key Messages

The entry for this paper increased again. The increase was mainly for the twentieth century option. The overall standard was close to that of previous years, with many candidates demonstrating the ability to interpret, analyse, evaluate and use historical sources at a sophisticated level.

Most candidates made inferences from sources, rather than using them at a surface level and many worked out the message of most of the sources. It is important that candidates are encouraged to read a source as a whole and to try and work out the big message of the source. This is crucial with cartoons where the cartoonist often has one big point to make, but it is also important with written sources. Candidates should be encouraged to ask themselves about the point of view of the authors and artists of sources. This will help many of them to get to the big message.

Candidates should remember that when they are asked to explain why a source was published at a particular time, they should consider three aspects of the source: its message, its purpose (i.e. the intended impact on the audience), and the context i.e. why was the source published at that particular time? Stronger candidates tended to adopt this approach.

Some candidates struggled with evaluation of sources. The best attempts at evaluation were nearly always those that focused on the purpose of a source and that considered the reservations one should have about a source because of this purpose. The purpose of a source should always be considered in its historical context.

Comments on Specific Questions

Option A: 19th Century topic

Question 1

The best answers focused on the big messages of the two sources about the causes of the Civil War - Source A suggests the Dred Scott case was pivotal, while Source B focuses on Lincoln. Some candidates were able to compare details of the two sources, although others paraphrased the sources and neglected to make direct comparisons.

Question 2

This question was answered reasonably well, with many candidates comparing the two sources for differences and coming to the conclusion that Source C does make Source D surprising. These answers were usually based on the apparent difference between the sources over Lincoln's attitudes towards black Americans. Better answers evaluated Source C in terms of its possible political purpose and, as a result, became less sure about Source C making Source D surprising. The best candidates evaluated Source D as well.

Question 3

This question is one about the purpose of the source. However, this has to be set in the context of the time. Thus the best answers explained the message of the source and the purpose of the southern newspaper in publishing the article (in other words, what the intended impact on the audience was). These answers were brought to a good conclusion, with an explanation of why the newspaper was doing this at that time i.e. in early 1861. Most candidates managed to explain either the context or the message, but did not get as far as explaining the intended impact.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

Question 4

Most candidates had little difficulty interpreting Source G, but Source F appeared more challenging to some. In fact, the big message of both sources is that the Union was doomed. They differ over why the Union was doomed, with Source F suggesting the cause was extremism and Source G suggesting that it was Lincoln's election. A number of candidates managed to interpret both sources but then needed to go on and compare them.

Question 5

Most candidates were able to reach a conclusion about whether Source I proves that Davis was lying in Source H, based on the basis of agreements or disagreements between the two sources. Fewer were able to go on and evaluate either or both sources. It is important that candidates remember that whenever they are asked whether a source proves another source to be true, reliable or wrong, they need to evaluate the at least one of the sources.

Question 6

There were some excellent answers to this question, with candidates scoring very high marks. There were other candidates who made little use of the sources and who therefore achieved lower marks. In response to this final question, there will always be some sources that support the statement given in the question, and other sources that disagree with it. The best answers were rooted in the sources and provided clear and careful explanations of how some of the sources supported the statement and how other sources disagreed with it.

Option B: 20th Century topic

Question 1

Most candidates answered this question well. They used Source A to make inferences about the Bay of Pigs e.g. it was a failure or it had its critics. These inferences were usually supported by reference to details in the source. Less successful answers focused on surface details without making inferences and a few candidates told the story from their own knowledge, rather than using the source.

Question 2

The best answers focused on the overall point of view of each of the sources. They explained that Sources B and C fundamentally disagree about who was to blame for the disaster of the Bay of Pigs - Source B blames Kennedy, while Source C blames the CIA. The majority of candidates wrote good answers by explaining differences and/or similarities of detail in the two sources. For example, the sources agree that the CIA supported the invasion and that the attempted invasion was a disaster. There are also several ways in which the sources disagree e.g. over when Kennedy found out about the plan to invade.

When answering comparison questions, it is important that candidates either compare sources for their big message or compare the sources point by point. A number of candidates just summarised the two sources and asserted that they agreed or disagreed.

Question 3

This question produced a wide range of answers. The best focused on the big message of Source D (they should not proceed with the invasion), and used either their contextual knowledge or cross-reference to other sources to explain whether they were surprised. For example, knowledge of America's determination to contain communism, or of the USA's concerns about having a communist state in its own backyard, were used by candidates to explain why they were surprised by Bowles' opposition to the invasion. Other candidates used evidence in other sources about the poor planning of the invasion to explain why they were not surprised by Bowles' concerns. Weaker answers expressed surprise about the fact that Kennedy went ahead with the invasion, whereas the question asks candidates whether they are surprised by Source D and not by the invasion that takes place later. In the middle were candidates who focused on the fact that Bowles was a member of Kennedy's government and were surprised by the fact that the government was divided over the invasion.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

Question 4

This question was answered well, with most candidates able to at least compare sub-messages of the two cartoons e.g. the Bay of Pigs was a failure. The best answers focused on the points of view of the cartoonists. They explained that the Soviet cartoon (Source E) is being critical of the USA, while Source F is either criticising the USA or Kennedy. A number of candidates were able to interpret the cartoons but neglected to compare them.

Question 5

Most candidates were able to compare agreements and/or disagreements between the two sources. However, the best candidates went further. They realised that the crucial word in the question is 'prove'. This led them to evaluate one or both of the sources, as well as noting any agreements or disagreements. Both sources provided plenty of scope for evaluation as they were both clearly defending themselves and attacking another part of the American government.

Question 6

There were many excellent answers to this question, where the candidates carefully explained how some of the sources support the statement that Kennedy was responsible for the Bay of Pigs fiasco and how other sources place the blame elsewhere. A number of candidates grouped the sources and made general assertions about each group, rather than analysing and explaining each source separately. To gain the marks available for evaluation, the best candidates targeted two or three sources and produced properly argued evaluation. Those candidates who mechanically evaluated every source achieved little developed evaluation of any source.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

HISTORY

Paper 0470/23

Paper 23

General Comments and Key Messages

Concerning the candidates' performance and handling of Paper 23, there appeared to be a sound knowledge and understanding of the topics. Better candidates constructed answers which responded to the specific wording of the question set. Less successful answers often consisted of knowledge which was detailed but lacking in relevance in light of the question posed.

Comments on Specific Questions

Option A: 19th Century topic

Question 1

Candidates were usually able to identify and explain agreements about the reasons for the states leaving the Union or disagreements due to the different reasons that led to secession. Comparison of 'big messages' as to why Georgia and Texas decided to leave the Union were less often seen.

Question 2

Contextual knowledge of Jefferson Davis' role as a leading southern politician and future President of the Confederacy informed many higher level responses, as did an understanding of the agrarian economy of the southern states and their political differences with the northern states prior to the outbreak of the Civil War. Weaker candidates often summarised the source content without explaining reasons for surprise or lack of surprise.

Question 3

There was a lot of scope for candidates to match or mismatch the content of Sources D and E and many candidates dealt with this question competently. Less successful candidates offered summaries of the sources without making a valid comparison to argue whether they believed Lincoln was lying or not in Source E. Better candidates were able to make a valid comparison by bringing in references to other sources or using their contextual knowledge of the period between 1862 and 1865, from when the sources originated.

Question 4

A number of candidates were able to give valid reasons for the cartoon being published in February 1861, going beyond explaining the context of Lincoln being elected to the Presidency and explaining the message that Lincoln was going to work hard to bring the North and South back together and that this was his priority.

Question 5

Some less successful answers dismissed the source as being of little use as it was biased or taken from a Georgia newspaper. Higher level answers explained that the source was useful to a historian studying the Civil War for what could be inferred about the feelings in Georgia towards the Republican Party and what that revealed about Georgia's motives and intentions in 1860.

Question 6

Many candidates were able to analyse the demands of the question, then select appropriate sources to support their judgements. A minority of candidates needed to use evidence in a more valid manner - by showing how the selected source links to the question, rather than reproducing lines from the text before

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

moving on to deal with another source. Grouping of sources e.g. 'Sources A, B. D and F do provide convincing evidence that slavery was the main reason why North and South could not live together….' rather than splitting the sources and dealing with them individually, was also a characteristic of weaker answers. Successful evaluation of sources for extra marks could have been done by more candidates. One approach would be for candidates to pick out one or two particularly worthwhile sources to write something meaningful on about regarding purpose and audience.

Option B: 20th Century topic

Question 1

Most candidates were able to identify and explain agreements and/or disagreements between the two sources. Less successful candidates were unable to make comparisons and tended to paraphrase or reproduce sections of the sources as agreements/disagreements. Some candidates identified agreements and/or disagreements without being specific e.g. A says this, B does not. It was rare for candidates to recognise the overarching disagreement between the sources where one was more neutral in its reporting of the events at My Lai and the other condemned the actions of Calley and his men.

Question 2

Some candidates offered an interpretation of the cartoon without explaining a reason for its publication in 1971. Others gave narrative accounts of the Vietnam War adding 'and that is why the cartoon was published in 1971.' The cartoon's main message and purpose, that the cartoonist was condemning the support many Americans gave Calley and their lack of conscience about the murder of innocent civilians, was picked up on by better candidates.

Question 3

There was a lot of scope for candidates to match or mismatch the content of Sources D and E and many candidates dealt with this question competently. Some candidates offered summaries of the sources without making a valid comparison to explain their reasons for being surprised/not surprised by Source E. Better candidates were able to make a valid comparison by bringing in references to other sources or contextual knowledge.

Question 4

Higher level responses understood that the author of Source F condemned President Nixon's decision to release Lieutenant Calley from his prison sentence. He believed that Calley should be punished for his actions at My Lai, unlike the cartoonist of Source G, who was critical of the punishment of Calley, seeing him as being a scapegoat used by the Generals and High Command to save face.

Question 5

Some candidates misunderstood the cartoon (Source H), believing the soldier pictured to be Lieutenant Calley himself. However, there were many thoughtful answers recognising that the serving soldiers were unhappy with the Calley verdict and explaining the cartoonist's point of view, which was sympathetic to serving soldiers and recognised the damaging effect of the verdict on their morale.

Question 6

Many candidates well were able to analyse the demands of the question, then select appropriate sources to support their judgements. A small number of candidates struggle to use evidence in a valid manner by showing how the selected source links to the question, rather than reproducing lines from the text before moving on to deal with another source. Grouping of sources e.g. 'Sources A, B. D and F do provide convincing evidence that the American public supported Calley', rather than splitting the sources and dealing with them individually, was characteristic of weaker answers. Successful evaluation of sources for extra marks was seen, although more candidates could have answered in this way. One approach would be to just pick out one or two particularly worthwhile sources to write something meaningful on regarding purpose and audience.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

HISTORY

Paper 0470/03
Coursework

General Comments and Key Messages

There was a significant increase in the number of candidates entered for the coursework option. The general standard of work was high. Most centres annotated candidates' work in detail, carefully explaining where and why marks were awarded. This was of great assistance to Moderators.

Comments on Specific Questions

The marks awarded by most Centres were left unchanged by Moderators. Marks were adjusted more for Assignment 1 than Assignment 2.

Assignment 1

For high marks to be awarded for Assignment 1, one or more of the following should be present: a sophisticated understanding of how causal factors link together; a good grasp of the differences in function between different types of causal factors such as triggers and preconditions; developed explanations of why some causal factors can be seen to be more significant than others. Occasionally, high marks were awarded by centres with little evidence of any of these.

The most successful work fulfilled the above criteria, and was often produced in response to an essay title, rather than to structured questions.

Assignment 2

Most Centres use the Board-approved assignments for Assignment 2. There was much good work for Assignment 2, with candidates able to interpret, evaluate, compare and use historical sources at a high level. The marking of the work by centres was generally accurate.

It should be noted that the coursework requirements change for the May/June 2015 examination session. From summer 2015 onwards, candidates are required to produce just one piece of work that is a maximum of 2000 words in length and which assesses the significance of an individual, group, organisation, development, place or event. Centres should refer to the Coursework Training Handbook produced by Cambridge International Examinations.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

HISTORY

Paper 0470/41
Alternative to Coursework

Key Messages

Close attention should be paid to the specific focus of a question and any set dates to ensure fully relevant answers. It is advisable to remind candidates that in **(a)(ii) Questions** a balance will be found within a source if it is given sufficient consideration. On **Question (a)(iii)** generalisations on reliability, no matter how long, limit the marks that can be awarded. Comments on reliability must be substantiated with specific reference to the sources, in relation to the issue presented in the question.

General Comments

Depth Study C (USA, 1919-1941) was the most popular choice of candidates in this session, with A (Germany, 1918-1945) the second most popular topic and a smaller number of responses on Depth Study B (Russia, 1905-1941). There were too few answers on other options to make relevant and helpful comments from the evidence that was seen.

Scripts were legible and written in good English. Candidates appeared to have allocated their time wisely in relation to the number of questions and their marks. Some very secure historical knowledge was displayed in ***Section B*** answers and the majority of candidates tackled **Questions (a)(i)** and **(ii)** in line with the criteria. However, it bears repetition that **Question (a)(iii)** was not addressed as effectively and many candidates restricted their answers to generalisations on reliability.

Comments on Specific Questions

Depth Study A: Germany, 1918-1945

Question (a)

(i) Almost all candidates made valid inferences from Source A about Organisation Consul being aggressive, disciplined and committed to preserving authoritarian government against what they saw as the threats of the new order. These aspects were supported with specific detail from the source and thus could attain high marks. Fewer candidates made use of the information in the attribution to highlight the Organisation's subversive actions.

(ii) Most responses focused securely on how far the Weimar government depended on military groups, such as the Freikorps, to deal with communist opposition. Many candidates then contrasted this with the significance of workers' support for the government in dealing with the Freikorps' collusion with Kapp to achieve balanced responses. Some well-argued assessments also drew on the equivocal attitude of the Army as a factor and that the government was preparing to disband the Freikorps.

(iii) Candidates who ensured that right-wing attitudes were the explicit focus of their answers made an informed choice on the sources' utility based on their content. However, answers would have benefited by supported cross-reference between the sources – for example, that Captain Ehrhardt featured in both and moved from appearing to be willing to aid the government initially, to its ruthless opponent within a very short time, or that both highlighted the significance of the military to right-wing attitudes. The candidates who did make such connections and assessed the sources in the light of their own knowledge, fully merited high marks.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

Question (b)

(i) All candidates knew the definition of 'reparations' and scored well, for linking this specifically to what that meant in this period under the terms of the Treaty of Versailles for Germany.

(ii) Description of what happened in the Ruhr in 1923 was the secure focus of most responses, and many displayed sound knowledge of the actions of the French and Belgian troops and the German workers. Less effective answers were those detailing hyperinflation as a result, as this was not the requirement of the question. Some mistakenly described either the Kapp or Munich Putsch.

(iii) Most responses developed a good range of reasons for hyperinflation being beneficial for some, such as anyone in debt, particularly the government for reparations, as they were able to clear at least part of their debts with ease, and that it led to Stresemann and the benefits of the Dawes Plan. A small number of candidates chose instead to detail the bad effects.

(iv) Secure responses to this question were those which appreciated that focus needed to be on the specific period of 1923 to 1929 and domestic difficulties. Defining economic and political problems such as hyperinflation and extremism and then assessing the degree to which these were resolved, was the effective approach adopted in strong responses. The resolution of the Ruhr occupation, the adoption of a new currency and the economic revival, aided by American loans, as well as the relative political stability under Stresemann, were detailed as positive recovery. This was then balanced against the uneven nature of economic recovery, the fragility of reliance on American loans and, despite the failure of the Munich Putsch, the continued hostility of the right-wing to the Weimar government dependant on coalitions. Details of foreign policy and the cultural revival were not, in themselves, required unless they could be related explicitly to domestic difficulties.

<u>Depth Study B: Russia, 1905-1941</u>

Question (a)

(i) Most candidates were able to draw and support valid inferences on Tsarist rule in the early twentieth century, particularly on the repressive nature of the regime.

(ii) Almost all candidates saw the balance in this source and some went beyond quotes to explain why the landlords' life was so leisurely and their servants downtrodden. Less successful responses did not draw the balance from the source as they wrote about peasants whose life was in the fields rather than these household workers.

(iii) There were some good responses to this question which concentrated on the broader focus of 'life in Russia', whilst weaker ones tended to summarise their earlier answers. The sweep of society covered in Source A was appreciated by candidates in their choice of it as the most useful against the narrower issues raised in Source B. A relatively small number of candidates focused their answers solely on the 'reliability' of two Russian writers to gain only limited marks.

Question (b)

(i) 'Stolypin's necktie' was correctly identified by most candidates as a noose and some did elaborate on what this meant in its context of the treatment of opposition to his reforms.

(ii) In the main those candidates who had done well on **Question (b)(i)** had some knowledge of Stolypin's agricultural reforms as the development of Kulaks' landholding, the attempt to eliminate the Mir system and introduction of agricultural co-operatives and education on land improvement.

(iii) All answers indicated awareness of general reasons for social and economic discontent in Russia. However, some needed to supplement this with knowledge of the factors specific to the 1905 revolution, such as the response to Bloody Sunday, the effects of the war against Japan and reasons for the discontent amongst the middle class at their lack of any political influence.

(iv) This was a question where the specific date needed to be appreciated – the focus was 'on the outbreak of war in 1914'. A number of candidates appeared to have overlooked this and wrote instead on the weaknesses of the Tsar's personal military command, which did not begin until 1915, as a factor in causing the 1917 revolutions. As a result this proved to be the least successful answer for those candidates. More effective responses were those which considered social,

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

economic and political factors which could be argued as contributing to insecurity of Tsarist rule. Answers would also have benefitted from a consideration of the positive strengths, such as the support of the army, Church and ruling classes, together with the patriotism and respect for the Tsar which rallied to his security in 1914.

Depth Study C: The USA, 1919-1941

Question (a)

(i) Almost all candidates drew valid inferences and supported them from the source on life in towns in the 1920s and there were many excellent answers to this question. A small number of candidates did not fare as well as they considered America in general, rather than what these improvements actually meant for those living in towns.

(ii) Many sound responses made good use of the source's content to assess the degree to which rural areas shared in the prosperity of the 1920s, arguing a case rather than merely quoting from the source. Almost all candidates appreciated that the source focused most strongly on aspects indicating the lack of amenities, leisure and luxuries supporting the view that prosperity was not evident in the countryside. Balance was demonstrated by many as they highlighted the 'few' farmers of the early 1920s having become 'most' by the end of the decade who could afford tractors and the more wealthy who had cars to argue that at least some were prosperous. Such responses clearly merited higher marks.

(iii) Many sound responses made good use of the sources' content to focus on the economic development in the 1920s. Answers could have been improved by extending this to make cross-references between the sources on, for example, the development of the automobile evident in both sources. So, too, consideration might have been given explicitly to the stark contrast between towns and agricultural areas as reflecting their differing economic development. Less successful responses had not made the necessary transition of focus to economic development and tended to be repetition of earlier answers.

Question (b)

(i) The Model T was identified by almost all candidates as Henry Ford's most successful automobile and many linked this to its assembly line production.

(ii) Many candidates detailed Republican attitudes to the economy such as their support for laissez faire and rugged individualism, low taxation yet also protectionism through tariffs, and gained high scores.

(iii) All candidates appreciated that rising demand for shares increased prices and many developed a range of reasons such as booming industries, and increasing wealth and confidence attracting investors. The role of banks, buying on the margin and lack of regulation, were also considered in a number of assured responses.

(iv) Secure responses to this question appreciated that an evaluation of weaknesses in the American economy in the 1920s was the required focus. Candidates who fared well considered the influence of the wealthy on political attitudes to the economy and as investors contributing to the Wall Street Crash. The relative poverty of the 95% whose wages did not keep pace with profits, and who could not afford the conspicuous consumption which helped lead to the problems of over-production, were also discussed in strong responses. The best responses balanced this against other weaknesses in the economy, such as tariffs restricting overseas trade, the longstanding problems of agriculture and the southern states, the decline in demand for older industries and unemployment, to reach an evaluative conclusion. Other candidates did need to appreciate that focus and support is essential if points are to be more than assertions.

Downloaded from eduresourceza.com

CAMBRIDGE
International Examinations
© 2014

Downloaded from eduresourceza.com

HISTORY

Paper 0470/42
Alternative to Coursework

Key Messages

When answering the source-based questions for **Question (a)**, candidates should take note of the focus of the question, so as to make sure the inferences and details they make and use are relevant. When answering **Question (b)**, candidates should ensure they describe factors for **b(ii)** and explain reasons for **b(iii)**. Furthermore, **Question b(iv)** responses should be balanced and developed with specific examples for higher marks to be awarded.

General Comments

Depth Study A: Germany, 1918-1945 remains the most popular choice for candidates. There were also many Centres opting to prepare for Depth Studies B: Russia, 1905-1941, C: The USA, 1919-1941, and F: Israelis and Palestinians, 1945-c. 1994. There were some attempts at other Depth Studies but the numbers choosing them were very much smaller.

Candidates' handwriting and presentation was legible and well set out for a good majority of scripts. Rubric errors were infrequent and time management issues were not a major cause of any weaker performance seen.

There were some excellent examples of high quality responses by candidates that demonstrated a succinct writing style coupled with a good grasp of the relevant skills, knowledge and understanding required for high performance in the examination**. Question a(iii)** remains an issue for many candidates. There were very few examples of the highest level response where candidates evaluate which source that they think is more useful. This can be achieved by testing the reliability of the sources' language, tone, provenance or purpose or by cross referencing details of the sources against each other or contextual knowledge. The arguments made must have source evidence and explanation to achieve this. Common attempts at evaluations tended to be undeveloped and focused on incomplete assertions about the sources' provenance (author and date); for example, 'Source A was written 30 years later so the author would have forgotten' or "Source B was published by a historian who would be balanced in his approach and well researched.'

Comments on Specific Questions

Depth Study A: Germany, 1918-1945

Question a(i): Candidates were generally able to make lots of supported inferences about Rohm from Source A such as, 'he was vital to the Nazi victory' supported by "enabled me to win the final struggle for power'. There were some candidates, however, who focused their inferences away from Rohm and gave responses based on the SA alone which was not what was required. **Question a(ii):** A lot of candidates were able to find details that supported a balanced answer for a top level response, many quoting the 'two and a half million SA members' as a reason for the Night of the Long Knives being necessary and then using the evidence that the SA gave 'no resistance' as a reason for it not being necessary. Some answers also drew valid conclusions and addressed "How Far?" in a valid way, to be awarded top marks. **Question a(iii):** There were some very good responses where candidates had used the content from the sources to compare their usefulness. The best answers here developed an argument and explained why one source was more useful than the other. As said in the General Comments above, the highest level was rarely seen, many candidates tending to provide undeveloped evaluations.

Question b(i): candidates were well prepared for this, with a majority of answers citing the banning of the Communists and Social Democrats. Some answers also acknowledged the banning of the Centre Party and some nationalist parties as well. A few responses were erratic and demonstrated a lack of knowledge.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

Question b(ii): Some candidates demonstrated a good knowledge of Nazi policies towards the trade unionists, including the banning of all trade unions, arrests of union members and their incarceration in concentration camps, as well as the Nazi replacement organisation - the DAF led by Robert Ley. A few candidates misinterpreted trade unions and wrote on trade in general, giving answers based on this which were not rewarded. **Question b(iii):** Candidates generally scored well on this question and the best answers were able to give multiple reasons as to why propaganda was important to the Nazi regime such as brainwashing the public, promoting Nazi racial ideas, encouraging the youth to join Nazi organisations and support for the war effort. Many of these were developed further, with focused explanations. A few candidates misread the question which was asking candidates to explain 'why' propaganda was important and instead described Nazi propaganda types or explained why the propaganda was important prior to 1933, which was not required. **Question b(iv):** Candidates generally gave balanced responses to this, often citing the use of the police state as a factor in Nazi success in crushing opposition. This was then countered by examining the many youth groups such as the Edelweiss Pirates that continued to operate in Nazi Germany. The best answers expanded their answers with more examples and drew valid conclusions that addressed 'How Far? Weaker responses lacked contextual depth or focused on events from 1933-4 such as the Reichstag Fire, Enabling Act and the Night of the Long Knives. A few responses also examined primarily the plight of the Jews in Germany or looked at external opposition such as the Soviet advance in the East during the Second World War. These factors lay outside the remit of the question.

Depth Study B: Russia, 1905-1941

Question a(i): Candidates were able to successfully make valid inferences about Source A, most notably the 'weakness' or 'instability' in Lenin's government in January 1918, though many candidates struggled to find more than one inference from the source. **Question a(ii):** This was generally well answered by candidates who were able to find details to support a balanced response. Most answers focused on the detail that the Bolsheviks 'were slow' as evidence that they were unprepared and the fact that they 'quickly rallied', as evidence against. Some candidates produced valid conclusions which addressed 'How Far?', and gained top marks. **Question a(iii):** Candidates often gave Level 2 evaluations, particularly focusing on the fact that Lenin had written Source A and a historian Source B. Better responses were seen and these were often balanced and well explained, using some good source content to support their argument. Developed evaluations of the reliability of the sources would have resulted in even stronger responses.

Question b(i): A good number of responses were able to summarise or give valid information about Lenin's April Theses and so one or two marks was very commonplace. A few candidates were too vague in their answers, for example, saying that the Theses were Lenin's plans for the Bolsheviks. **Question b(ii):** Candidates gave mixed responses to this question. There were lots of valid comments on the fact that it shared 'dual power' with the Provisional Government and it issued Soviet Order No. 1. A few weaker responses confused the Petrograd Soviet with the Provisional Government. **Question b(iii):** Candidates were able to demonstrate a good knowledge of the causes and so five or six marks were regularly awarded. Candidates were seemingly well prepared for this answer with the most common responses including the Provisional Government's refusal to pull out of the First World War, failure to address the land issue and the impact of the Kornilov Affair, and the subsequent arming of the Soviets. Many responses went on to explain the causes in well structured answers. Less successful responses were still able to cite one or two causes of the fall of the Provisional Government. **Question b(iv):** Some candidates found it difficult to give a truly balanced response to this question, with unbalanced answers favouring the advantages of the Reds. Popular factors that were addressed by many candidates included Trotsky's leadership of the Red Army, War Communism, geographical advantages and peasant support. Some candidates were able to examine the Whites' lack of support in more detail by citing the unpopularity of the Whites' generals, atrocities committed and the lack of a unified ideological goal. Candidates clearly had been well prepared contextually about the Russian Civil War.

Depth Study C: The USA, 1919-1941

Question a(i): Candidates were able to find lots of inferences about alcohol in the 1920s from Source A. The most common inferences examined how alcohol had led to corruption, caused the growth of organised crime and increased in popularity. Inferences were often supported by relevant source detail and so strong responses were common. A few candidates misinterpreted the term 'alcohol' in the question and made inferences about Prohibition instead. Careful reading of the parameters of the question and so the focus for the inferences is needed for a successful response with **a(i)** questions. **Question a(ii):** This proved to be relatively straight forward for all abilities of candidate. A majority of responses used source details to give a balanced response. Answers most commonly made references to 'increased productivity', 'health' improvements and a reduction in 'crime' to show benefits and 'tax' and the cost of 'enforcement' to show a lack of benefit. **Question a(iii):** Candidates who gave evaluations generally focused on the attribution and

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

provenance of the sources, citing the lack of reliability of the website or British views of Prohibition. There were a good number of better responses that used very relevant content from both sources to create a well thought out argument about usefulness.

Question b(i): A majority of responses successfully identified the date as the St Valentine's Day Massacre and many were able to give additional detail, resulting in full marks. A few candidates lacked this specific knowledge and guessed with varying degrees of success. **Question b(ii):** Many candidates were able to cite the growth of Hollywood, film stars or 'talkies' as relevant developments in the film industry. Many candidates went too far on the subject of film stars or sex symbols, resulting in a lack of other factors being addressed and so a mixed set of responses was common with this question. **Question b(iii):** The fear of communism, racism, and fear of the loss of jobs were the most common reasons given for the restrictions on immigration in the 1920s by successful candidates. A few responses were drawn too far into a discussion about the Ku Klux Klan and segregation in the South, but most answers were well focused and candidates were clearly well prepared for questions about immigration. As a result, high marks were often awarded on this question. **Question b(iv):** Candidates were very successful at demonstrating in-depth knowledge about the changing roles of women in the 1920s. Responses examined the changing roles of the newly-enfranchised woman, the liberated urban middle-classes, new social roles for women and job availability. This was often balanced well with good detailed comments about unfair pay, the conservative South and rural areas, and continued political inequality. There were some good high level responses that drew balanced conclusions about the roles of women. Answers often gave additional detail and examples in their explanations, candidates appearing very well prepared on this topic.

Depth Study D: China, 1945-c. 1990

This Depth Study was chosen by a small number of candidates. On the whole, candidates were able to find a number of inferences from Source A about Mao, though a few misinterpretations were given. Similarly, many candidates were able to give a balanced response about 'support' of the Cultural Revolution from Source B. **Question a(iii)** was once again saw mixed responses, though some of these were well argued in Level 3 and scored well.

Question b(i) was generally well answered, though many found giving accurate and specific details of Deng Xiaoping's experiences during the Cultural Revolution difficult for **Question b(ii)**. Details were often generalised or vague and unspecific. **Question b(iii)** was answered more confidently by candidates who examined the disruption and social and economic instability caused by the Red Guards as factors for the intervention of the Chinese Army in 1968. Some responses were well developed, with focused explanation in multiple paragraphs. Similarly, **Question b(iv)** saw some strong one-sided and strong balanced answers, with some candidates achieving the highest level. The main focuses tended to be the lack of reform in the countryside, the atrocities and damage inflicted by the Great Leap Forward and Cultural Revolution and the withdrawal of Soviet aid as factors demonstrating 'little benefit' to the Chinese people, and land redistribution, women's equality, increased economic output and social advancements in health and education as the focus for counter-arguments.

Depth Study E: Southern Africa in the Twentieth Century

A small number chose this option. Some candidates were able to find one or more inferences about trade sanctions from Source A, though many responses tended to repeat source detail or find evidence that did not answer the question correctly. **Question a(ii)** answers were more often one-sided responses, though a few candidates were able to extract relevant detail for a top level response. Very few responses drew conclusions from this, however. Undeveloped evaluation of the provenances of Sources A and B were common for **Question a(iii)**, stressing the lack of trust for American and British views on South Africa and a few of the better responses correctly used content from the sources that focused on 'other countries' and their importance to South Africa in the 1980s.

Question b(i) was well answered, with many correctly identifying Tambo and Mandela. Some candidates were only able to identify one correct answer, most commonly Mandela**.** **Question b(ii)** saw some candidates correctly identify one or two effects of the state of emergency in 1985, though many responses would have benefited from being less vague and general in their descriptions and examples, which mainly focused on the increased powers of the police. Factors for **Question b(iii)** tended to be limited to the use of Mandela's reputation and the chaos caused by violence. Some answers would have been improved by more detail and greater development. **Question b(iv)** saw many candidates giving valid but undeveloped answers, some which had enough balance for reasonable marks, though other responses gave generalised description which gained lower level reward.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

Depth Study F: Israelis and Palestinians, 1945-c. 1994

Question 1a(i): Candidates were able to cite multiple valid inferences about Fatah from Source A. Many responses inferred that Fatah was organised, trying to improve the well-being of the Palestinians but also militaristic in their organisation of 'militias'. A good number of responses scored maximum marks on this question, as inferences were well supported by relevant source material. **Question a(ii):** A majority of the responses were well balanced and structured and made good use of the source material to state examples of how the needs were and were not met in the refugee camps from Source B. Evidence used was well varied and often accompanied with a succinct argument and supported conclusion which resulted in a number of high scoring responses. A few candidates neglected to give balance in their answers but this was in a minority of responses. **Question a(iii):** There were many top level evaluations seen which mainly examined the purpose of Sources A and B using the attributions given. These were well argued by making reference to the details in the sources or by cross reference on occasion. The contrast of the positive and negative tones of Sources A and B were examined in some responses to great effect, particularly the more 'supportive' tone of the pro-PLO Source A, with the more balanced Source B in regard to the welfare of the Palestinian people. Candidates were able to structure developed evaluations and maintain a focus on examining the tone and purpose of the sources to reach judgements about the reliability of the content.

Question b(i): Candidates were generally able to give two valid answers including Lebanon, Syria, Jordan and Egypt most commonly. **Question b(ii):** Many responses were able to give one or two valid aims of Fatah as declared in their founding charter. The best answers commented on the formation of a Palestinian state and the destruction of Israel. Candidates found it more difficult to develop this further to gain full marks and could have examined how the new Palestinian state was to be democratic, constitutional and secular. Instead, some responses drifted from the focus of the question on 'aims' and developed their answers by giving detail on the motives or methods of Fatah, which was not required. **Question b(iii):** This was generally well answered and candidates' displayed an impressive depth of knowledge on this topic. Factors commonly given for the PLO's expulsion from Jordan in 1970 were the fact that it was used as a base for attacking Israel, the growing strength of the PLO and its threat to King Hussein's rule, and the objection to the hijacking of aeroplanes and terrorist methods. **Question b(iv):** Candidates' responses demonstrated a strong knowledge of the PLO's actions between 1964 and 1994. These examples were used to write well balanced and supported arguments that resulted in many good and excellent responses. Candidates most commonly examined the PLO's popularity with Arab peoples in their actions, Arafat's 1974 speech to the UNO and the Oslo Accords of 1993 to argue that the PLO was effective, and they examined the use of terrorism, Israeli suppression and challenges to Arafat's leadership by Hamas, to argue that the PLO was not effective. Answers were nearly always well structured and clearly explained. Both weaker and stronger answers would have been improved by more specific examples and a more focused and detailed approach.

Depth Study G: The Creation of Modern Industrial Society

Too few responses were seen for meaningful comments to be made.

Depth Study H: The Impact of Western Imperialism in the Nineteenth Century

Too few responses were seen for meaningful comments to be made.

Downloaded from eduresourceza.com

CAMBRIDGE
International Examinations
© 2014

Downloaded from eduresourceza.com

HISTORY

Paper 0470/43
Alternative to Coursework

Key Messages

Close attention should be paid to the specific focus of a question and any set dates to ensure fully relevant answers. It is advisable to remind candidates that in **(a)(i)** and **(a)(ii) Questions** the content of the sources must be used and assessed. It bears reiterating that on **Question (a)(iii)** generalisations on reliability, no matter how long, limit the marks that can be awarded. Comments on reliability must be substantiated with specific reference to the sources and the context, in relation to the issue presented in the question.

General Comments

Depth Study A (Germany, 1918-1945) was the most popular choice of candidates in this session, followed by C (USA, 1919-1941) as the second most popular topic, with a smaller number of responses on Depth Study B (Russia, 1905-1941) and a few on Depth Study D (China, 1945-c.1990). There were too few answers on other options to make relevant and helpful comments from the evidence seen.

Scripts were legible and written in good English. Candidates appeared to have allocated their time wisely in relation to the number of questions and their marks. Some very secure historical knowledge was displayed in ***Section B*** answers and the majority of candidates tackled **Questions (a)(i)** and **(ii)** in line with the criteria. As indicated above, a number of candidates' answers to **Question (a)(iii)** were restricted to generalisations on reliability, so were not as effective.

Comments on Specific Questions

Depth Study A: Germany, 1918-1945

Question (a)

(i) Almost all candidates made valid inferences from Source A about Jewish people in Germany such as their loss of citizenship, employment and status, as well as their victimisation on racial grounds despite their patriotic nature. These aspects were supported with specific detail from the source and thus could attain high marks. A small number of candidates weakened their response by focusing on the Nazis more than the Jewish people.

(ii) Most responses focused securely on how far hatred of communism could be seen as the reason for Nazi opposition to the Jews. Many candidates then contrasted this with the significance of both Hitler and Goebbels blaming them for the war and Goebbels' emphasis on the Nazis' racial motives, to fully merit high marks. Those candidates who did not appreciate the significance of 1939 and 1941 in the source were unclear on which war the leaders were referring to.

(iii) Candidates who ensured that Nazi anti-semitism was the explicit focus of their answers made an informed choice on the sources' utility based on their content. Answers could have been improved by including supported cross-reference between the sources, for example, the Jewish grandparents in Source A and the 'by reason of their birth' in the second source, to stress the racial motive of the Nazis. The candidates who did make such connections and assessed the sources in the light of their own knowledge, fully merited high marks. There were a number of responses which were limited as their focus was entirely on generalities about reliability.

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

Question (b)

(i) Almost all candidates gained marks for correctly identifying the SS as Hitler's bodyguard from 1925, led by Himmler from 1929, and their role in crushing opposition as well as in concentration camps. The small minority had confused them with the SA.

(ii) A small number of candidates confused Kristallnacht with the Night of the Long Knives. The majority focused clearly on the events of that night such as the destruction of Jewish businesses, homes and synagogues, as well as the number of deaths and imprisonment in concentration camps. The best responses also indicated which Nazi groups participated in this 'spontaneous' event under the orchestration of Himmler.

(iii) Most responses developed a good range of reasons for the importance of control of the economy to the Nazis. Fulfilling the promise to create jobs and rearmament were those most often developed and some candidates also supported the importance of good relations with industrialists, the repression of Trade Unions and determination to create autarky.

(iv) The most secure answers to this question were those which appreciated that focus needed to be on the specific period of 1933 to 1945 as well as on control. Almost all candidates ensured a degree of balance in their answers by comparing the role of the Gestapo, SS and concentration camps in creating fear, against the importance of propaganda in fostering popularity and indoctrination of the young as a means of control. The best responses supported these aspects with a range of examples and went further to consider the significance of the Enabling Act and control of the Courts, as well as military support after the Night of the Long Knives and the importance of patriotism during the war, thus demonstrating their grasp of the period indicated in the question.

<u>Depth Study B: Russia, 1905-1941</u>

Question (a)

(i) Most candidates were able to draw and support valid inferences on Stalin's views on industrialisation as essential to avoid further defeat and that it must be carried through without hesitation if Russia was to be modernised.

(ii) Almost all candidates saw the balance in this source and some went beyond quotes to explain why incentives and rewards, such as bonuses and holidays, were for the few exceptional workers but then became unattainable production targets for the many.

(iii) There were some good responses to this question which had concentrated on the broader issue of the Five Year Plans whilst weaker ones tended to summarise their earlier answers. The urgent need for development in Source A was appreciated by candidates as a foundation for the policy and that Source B covered some aspects of the implementation, if only concentrating on industry.

Question (b)

(i) What happened at Magnitogorsk was correctly identified by some candidates as a rapidly developed new industrial town, built by both foreign and inexperienced labour for metal and heavy industry production.

(ii) The general features of a gulag as a harsh prison camp were known by most candidates and many detailed aspects of the treatment of prisoners and death rates. Most responses also considered the purpose, such as a means to deal with 'counter-revolutionaries', both political and economic, as required in the question.

(iii) All answers indicated awareness of general reasons for Stalin's development of industry as driven by catching up with the West and for defence. Some candidates supplemented this with such reasons as Stalin's desire to replace the capitalist NEP and to further his own control. The modernisation of agriculture was not the focus of the question as such but so long as explicit links with industrialisation were made this could, of course, be rewarded. Less secure answers focused on collectivisation and the fate of the kulaks.

Downloaded from eduresourceza.com

CAMBRIDGE
International Examinations
© 2014

Downloaded from eduresourceza.com

(iv) Most candidates ensured that they considered both agriculture and industry to assess the degree of success of Stalin's changes and some could deploy a range of specific aspects to reach an argued conclusion. Answers could have been developed by going beyond the economic merits or shortcomings of the policies to assess their social impact in areas such as working conditions, better housing and medical care or the fate of the kulaks.

Depth Study C: The USA, 1919-1941

Question (a)

(i) There were many excellent answers to this question. Almost all candidates drew valid inferences and supported them from the source on life in the Tennessee countryside as lacking amenities and wealth for the majority, although some could afford automobiles and radios. A small number of candidates supplemented this, unnecessarily for this question, with their own knowledge to produce long answers at the time-expense of developing later ones.

(ii) Here, too, there were many very good responses making careful use of the source's content to assess the degree to which the Tennessee Valley Authority was a success in the 1930s. The best argued a case rather than merely quoting from the source. The clear contrast was drawn between the success, in providing employment and compensation for the loss of property, and the lack of assistance for tenants and the continuing problems of housing and land. A smaller number commented on the provision of electricity as a major success or that work for only a third of people who lost their homes, and only until 1936, could be seen, at most, as a partial success. Such responses merited high marks.

(iii) The best responses made good use of the sources' content to make cross-references on the Tennessee Valley Authority, appreciating that Source A clearly indicated the major problems in the state and comparing this with the progress in resolving them, evident in Source B. In particular, that Source A showed 96 per cent of both property owners and tenants in the whole state lacked electricity in 1933 yet by 1939 both had acquired it, at least in the Norris Valley. That this had been achieved in only six years showed the stupendous achievement of the Authority, yet for some the poverty evident in Source A still continued. Set in the context of their own knowledge of the benefits across seven states and that an economist who, from the attribution, had assessed the TVA against all other aspects of the New Deal, concluded that it was its 'Best Asset', candidates could achieve high marks. This was the question where those who had deployed own knowledge in answer to **(a)(i)** could have made relevant use of it.

Question (b)

(i) Almost all candidates were able to gain good marks for their knowledge of President Roosevelt's radio broadcasts to explain his policies and restore confidence.

(ii) The policies designed to deal with the banking crisis were well covered by the majority of candidates. Many displayed detailed knowledge of the bank holiday, the Emergency Banking Act's terms and implementation, and the June legislation to allow the Federal Deposit Insurance Corporation to regulate banks and interest rates, all of which helped to restore confidence in the system. Such responses fully merited high marks.

(iii) Reasons for opposition to the New Deal policies were provided by all candidates and many were fully developed. From the Supreme Court's judgment that some policies were unconstitutional, the Republican objections to State interference because of their laissez faire attitudes, to the criticism of those such as Huey Long and Father Coughlin who saw the policies as not radical enough, some impressive answers were, deservedly, able to gain high marks.

(iv) Careful reading of this question ensured that most candidates focused on a comparison of the effects of the Alphabet Agencies with those of other New Deal reforms. Accurate naming of the Agencies, their specific purposes, effects such as creating employment, training in skills, improving the infrastructure and environment, and shortcomings in not creating long term employment or providing for all social groups, were often impressively detailed. Such aspects were then compared with measures such as the Social Security Act and Labour Relations Act which covered larger groups and were longstanding in their effects. Some candidates also considered the importance of the banking reforms and the ending of Prohibition, before drawing an overall conclusion. A number of less assured responses were seen in which candidates assessed only

Downloaded from eduresourceza.com

© 2014

Downloaded from eduresourceza.com

the work of the Agencies to judge whether they were a success and thus did not create a balance relevant to the specific focus of the question set.

Depth Study D: China, 1945-c.1990

Question (a)

(i) Candidates were able to draw and support valid inferences about the United States' policies towards China such as its heavy investments and involvement, together with fear of the spread of political movements which might challenge their interests. There was also clear political criticism of the government's support for the Nationalists and its failure. The one mistake in some responses was in seeing John F. Kennedy as President in 1949 rather than as his critic.

(ii) Balanced assessment of the source was achieved by almost all candidates who saw that there was some resistance by the Nationalist forces as they held out for a month and were still fighting to maintain an escape corridor, but that this was outweighed by the surrender of troops waiting to be imprisoned.

(iii) Answers to this question were less assured as some candidates made only generalised points on the reliability of the sources, which was not aided for those who had seen Kennedy as President in 1949. More effective answers did make use of the content of the sources in considering the relative strengths of the combatants and the outcome. Good use was made of the dates in the attributions by some candidates to point out the rapidity of the Communist advance and its success.

Question (b)

(i) Changes to women's rights in the Marriage Law of 1950 were well known by most candidates.

(ii) The specific focus of this question on 'during the Civil War' was not always appreciated as some candidates detailed evidence of much later land reforms. Those who did concentrate on the relevant period successfully considered the redistribution of land, confiscated from the landlords, to the peasants and the setting up of People's Courts to 'speak bitterness'.

(iii) Sound answers to the question gave a range of reasons for the United States' support for the Nationalist government, such as the need to protect its heavy investments, its commitment to the government against Japan during the Second World War and the determination to block the progress of the USSR and Communism.

(iv) As in **Question (b)(ii)** care needed to be taken over the date focus of this question on problems facing the new Communist government. Although many issues were ongoing problems, the later policies adopted to deal with them were not relevant to this question. Good answers were developed by candidates who focused on assessing the land issue against the need to repair damage from both Japanese occupation and the civil war, the impact of inflation and the huge range of social reforms needing to be undertaken.

Downloaded from eduresourceza.com

CAMBRIDGE
International Examinations
© 2014