CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/42**

Paper 4 Alternative to Coursework **February/March 2026**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2026 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Annotations guidance for centres

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

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

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

Annotations

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

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

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Guidance on using levels-based mark schemes

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

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

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

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

Assessment objectives

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

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

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

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Table A

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

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

Table B

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

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

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Question	Answer	Marks
1(a)	**Write an account of the Brusilov offensive of 1916.** Accounts may include the following: • The offensive was launched on 4 June 1916 against German and Austro-Hungarian forces in the Carpathian Mountains and Galicia to stop the Central Powers from concentrating their reserves. • Strict secrecy maintained the element of surprise and air reconnaissance was used for artillery targeting. • A short intense artillery barrage was followed by infantry advances across a 300-mile front. • There were significant initial successes with the capture of the city of Lutsk and over 200 000 POWs in the first few days. • Logistical issues such as supply shortages and slow coordination with other Russian forces limited the strategic impact of the offensive, allowing the Central Powers to send in reinforcements via rail. • Russian casualties of over 500 000 contributed to unrest on the Russian Home Front, but the offensive did severely weaken Austria-Hungary's ability to keep fighting effectively on the Eastern Front etc. Accept any other valid responses.	**15**
1(b)	**Discuss the importance of the Allied military commanders in the Gallipoli campaign.** Responses may consider the following facets: • Military importance – Sir Ian Hamilton was given command of British forces in the Mediterranean and was in charge of planning the military operations in the Gallipoli Campaign; his attempts to attack Ottoman forces on multiple fronts were poorly planned and led to high casualties; Hamilton lacked good intelligence on the peninsula and the Dardanelles Strait; poor logistics and planning led to shortages of water and disease spreading. • Importance on the morale of ANZAC troops – Hamilton's strategies came under increasing scrutiny from ANZAC commanders and the government; led to low morale with the troops who faced poor conditions in the trenches. • Importance to the war – Gallipoli campaign failed to open a sea route to the Russians; General Stopford's advances from Suvla Bay, where there was little resistance, were too slow and Turkish reinforcements pinned them down leading to a stalemate; Hamilton was replaced by General Munro in October 1915 who evacuated Allied troops by early 1916 etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
2(a)	**Write an account of the mutinies at Wilhelmshaven and Kiel in 1918.** Accounts may include the following: • British blockade and German military defeats had led to a civilian government under Prince Max von Baden taking over the war effort from the military leadership. • The new government contacted the Allies to negotiate a ceasefire; the Allies demanded the abdication of the Kaiser. • The Kaiser refused; Admiral Hipper, commander of the German fleet, issued plans to the navy to leave port and take part in a final battle with the British. • At Wilhelmshaven naval base, sailors refused to follow orders and the crews of several ships mutinied; this led to a standoff with loyalist ships. • Discontent spread to Kiel naval base, where sailors mutinied and took over the town. • This triggered further revolts – socialist and communist groups led uprisings in other towns such as Hanover and Hamburg. • Workers, soldiers and sailors began to form soviets to replace the existing authorities with other German cities following soon after; in Bavaria, an independent Socialist Republic was declared; in Berlin, communists started to arm and organise themselves to take over the capital etc. Accept any other valid responses.	**15**
2(b)	**Discuss the importance of the German Revolution to the war.** Responses may consider the following facets: • Political importance – the revolution led to the abdication of the Kaiser with Ebert being appointed as the new chancellor of the German Republic, ending the monarchy in Germany; it reduced the power of military leaders like Hindenburg and Ludendorff; it was a stepping stone towards a German liberal democracy; also led to far-left and far-right groups forming; left-wing groups attempted to start a revolution, and in Bavaria a socialist republic was declared – these events hampered Germany's ability to continue fighting. • Social importance – polarised much of German society over the war; right-wing groups and military leaders blamed the new socialist government for stabbing the German military in the back; led to widespread civil unrest in many cities where soldiers, sailors and workers formed councils (soviets); growth in anti-war sentiment. • Military importance – the revolution forced the hand of the government to accept the Armistice in November; the Armistice contained some terms designed to strip Germany of military power by confiscating artillery, machine guns and aircraft etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
3(a)	**Write an account of the origins and development of the Nazi Party, 1919–23.** Accounts may include the following: • German Workers' Party (DAP) established by Anton Drexler in January 1919. • One of many nationalist groups in Germany at the time. • Hitler was asked to spy on a meeting of the DAP; he was later asked to join after agreeing with its underlying politics. • In September 1919, Hitler joined the party and soon took responsibility for propaganda, meetings and speeches. • In February 1920, the DAP issued its 25-Point Programme which contained a mixture of nationalist, antisemitic and socialist policies; it also changed its name to the National Socialist German Workers' Party (NSDAP). • By the summer of 1920, the swastika flag had become the party emblem. • In July 1921, Hitler replaced Drexler as leader of the NSDAP. • August 1921 saw the foundation of the SA, or Stormtroopers, to guard meetings and fight communist agitators. • Inspired by Mussolini's March on Rome in 1922, Hitler and the Nazis attempted the Munich Putsch in 1923 by storming a meeting of nationalist leaders in a beer hall with 600 SA men. • Hitler then marched on the streets but was stopped by the armed police; 16 Nazis in total were killed and Hitler was wounded; Ludendorff and other leaders were arrested. • Hitler was arrested two days after the putsch attempt along with other Nazi leaders etc. Accept any other valid responses.	**15**
3(b)	**Discuss the importance of Hitler's trial and imprisonment.** Responses may consider the following facets: • Political importance – demonstrated there was sympathy for the nationalist cause within the judicial system – lenient prison sentence in a political prison at Landsberg; Nazis became one of the leading nationalist groups in Germany after the trial. • Importance to the Nazi Party organisation – trial gave publicity for the Nazi Party and their aims; Party was banned along with the SA but ran under a pseudonym for the 1924 elections; imprisonment led Hitler to switch tactics from revolution to winning votes as set out in *Mein Kampf*. • Importance for Hitler – Hitler was a household name across much of Germany for his trial speech and imprisonment; Hitler wrote *Mein Kampf* which laid down Nazi tactics and ideology; antisemitic policies central to Nazi aims etc. Accept any other valid responses.	**25**

Question	Answer	Marks
4(a)	**Write an account of opposition from young people to the Nazi regime.** Accounts may include the following: • Edelweiss Pirates were a loose network of working-class teenagers in cities like Cologne and Dusseldorf. • They opposed the militaristic and regimented Hitler Youth by growing long hair, wearing American-style clothes and engaging in banned activities like hiking and listening to jazz music. • Many clashed with the Hitler Youth; graffiti and anti-Nazi songs were used to defy the regime. • By 1939, there were approximately 2000 active members. • The Gestapo arrested 739 Pirates in Dusseldorf in 1942. • The White Rose were based in the university in Munich and led by Hans and Sophie Scholl. • They engaged in political resistance by handing out anti-Nazi pamphlets exposing Nazi crimes and calling for opposition. • The Swing Movement were mainly from wealthier backgrounds who embraced American and British jazz music and culture which the Nazis labelled degenerate. • They held illegal dances, smoked and drank alcohol and rejected Nazi ideas. • Some were persecuted, but less harshly than other resistance groups etc. Accept any other valid responses.	**15**
4(b)	**Discuss the importance of the mass media in Nazi Germany.** Responses may consider the following facets: • Political importance – mass media was used to spread Nazi messages and increase political control; censorship of the press ensured anti-Nazi messages were not spread; promoted the achievements of the Nazi Party such as rearmament and public works programmes as well as motherhood and the family; Hitler's speeches played on repeat across Germany on radios and loudspeakers. • Social/cultural importance – all media controlled by the Nazis; led to specific films with pro-German messages or Nazi racial ideology being released to the public; censored foreign films; during the war, film and other media promoted the war effort and instilled nationalistic pride as well as anti-British sentiment. • Importance for the Nazi Party – mass media used to promote Nazi ideology on race, antisemitism and eugenics; posters and film depicted Jews as subhuman who were alien to Germany; spread the Hitler myth etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
5(a)	**Write an account of the main features of Tsarist rule by 1905.** Accounts may include the following: • Tsar Nicholas II held absolute autocratic power in Russia and controlled domestic, foreign and military policy. • The Russian Orthodox Church was governed by the Holy Synod under direct influence from the Tsar and spread pro-Tsarist messages to the public. • Before 1905, there was no elected national parliament or legal means to challenge the autocracy. • The Okhrana maintained control by spying on and infiltrating radical opposition groups; the Russian army and Cossacks were used to suppress riots and strikes. • There were growing demands for reform to living and working conditions in the expanding towns and cities due to low wages, cramped living conditions and lack of political representation, as unions were illegal until 1905. • Peasant land issue meant that many peasant families were unable to increase their plot sizes or gain better quality land in the mir (village commune); growing radicalisation of the peasant classes. • Russo-Japanese War of 1904–05 exposed the weaknesses of the Tsarist system and worsened living and working conditions; military defeats in the war led to increased calls for political reform. • 1905 Bloody Sunday saw 200 000 workers led by Father Gapon demand better conditions, which led to the guards opening fire on the crowds; sparked the 1905 Revolution. • The Tsar introduced the 1905 October Manifesto which established a State Duma, fundamental civil rights and a shift towards a constitutional monarchy; it appeased some liberals but not the radical opposition etc. Accept any other valid responses.	**15**

Question	Answer	Marks
5(b)	**Discuss the importance of Stolypin.** Responses may consider the following facets: • Political importance – Stolypin initiated a period of repression using the Okhrana to monitor and arrest suspected opponents of the regime; 20 000 Russians were exiled and 1000 hanged – Stolypin's necktie; Stolypin focused on anti-Tsarist and radical groups; led to increasing resentment again towards autocratic rule by 1914 until the outbreak of war. • Economic importance – land reforms improved the living and working conditions of some richer peasants; many were able to become substantial landowners and privately farm, leading to improvements in efficiency and yields compared to the communal farming in the mir; reduction of labour force in the countryside allowed more to move to urban centres which boosted industrial production. • Social importance – expanded the class of kulaks to ensure pro-Tsarist, conservative support in the countryside; resistance from poorer peasants and some radicalisation, particularly within those that supported the SRs; land issue not solved for many who demanded further reform; workers felt they gained little under Stolypin with many turning to socialist parties etc. Accept any other valid responses.	**25**

Question	Answer	Marks
6(a)	**Write an account of the experiences of the peasants during Stalin's rule.** Accounts may include the following: • Many peasants had benefited from the NEP until 1929, with some kulaks making considerable profits. • Stalin's First Five-Year Plan aimed to collectivise farming and bring socialism to the countryside. • Kolkhoz (collective farms) and Sovkhoz (state farms) were set up in the countryside under the direction of the Central Committee; collective farms saw peasants forced to share the land and keep 1 acre for private farming (compared to 13.5 acres during the NEP); machines, tractors and tools would be shared; peasants would then share the profit at the end of the year; state farms saw the peasants become farm labourers earning a wage. • Many peasants resisted collectivisation and burnt crops and slaughtered animals. • This was a contributing factor to famine from 1930–33 with 13 million dying from starvation. • NKVD units and propaganda committees were sent to the countryside to promote collectivisation and promote anti-kulak feelings. • 10 million peasants were deported and imprisoned in gulags; Stalin launched the policy of dekulakisation to eliminate the kulaks as a class in the countryside. • Farming yields did improve by the end of the decade; 90% of farms were collectivised by 1941. • New farming techniques and machinery such as tractors improved efficiency etc. Accept any other valid responses.	**15**
6(b)	**Discuss the importance of propaganda in the Five-Year Plans.** Responses may consider the following facets: • Importance to the Communist Party – propaganda allowed the communists to promote the benefits of the plans and their successes to increase popular involvement; Stalin could be praised as the leader who was modernising the USSR to legitimise him as a successor to Lenin. • Social importance – encouraged increased efforts from workers by offering bonuses; celebrated the Soviet worker; promoted more women in industrial-based work with new opportunities; kept workers under control through the threat of fines and arrest for sabotage; promoted healthcare, accident insurance and creches as well as paid holidays. • Economic importance – propaganda was used to help boost production; Stakhanovites were used to promote extra effort and earn bonuses; new machinery and technology promoted etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
7(a)	**Write an account of the development of credit and hire purchase in the 1920s.** Accounts may include the following: • Hire purchase (HP) allowed consumers to buy new goods by paying in instalments after an initial deposit. • Products like cars, vacuum cleaners, radios and other electrical appliances were all offered on HP and fuelled mass production and mass consumption. • By 1929, 60% of cars were purchased on credit with Ford offering a weekly payment plan for the Model T. • Many Americans in the cities took on increasing debt with the average family spending 10% of their income on repayments; consumer debt doubled between 1920 and 1930. • Retailers sold debt to finance companies, making credit more accessible and manageable. • Speculators bought shares 'on the margin' by putting up 10% of the value of the shares, with banks paying the other 90%. • Increased use of credit led to market saturation in the domestic market and public debt contributed to the Great Depression in the 1930s etc. Accept any other valid responses.	**15**
7(b)	**Discuss the impact of government policies on the American economy in the 1920s.** Responses may consider the following facets: • Impact of laissez-faire policies – Republican policies were pro-business and pro-trust, allowing large corporations to control the major industries like steel and oil; this did create jobs and provide higher wages as well as huge profits for the trusts but they monopolised the industries; lack of regulation allowed some industries to set low wages and provide poor working conditions, especially in older industries. • Impact of tariffs – tariffs protected domestic industries against foreign competition; they boosted American business profits but led to market saturation due to retaliatory tariffs by foreign nations; farmers and older industries affected the most by this, leading to loss of farms and migration of farm labourers in the South. • Impact of tax cuts – income tax and corporation tax lowered between 1921–26; increased consumer spending; increased investment in the stock market; increased debt through hire-purchase schemes and buying on the margin; increased company profits which led to expansion – higher wages and increased employment in some industries like cars and construction etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
8(a)	**Write an account of the activities of the Bonus Marchers.** Accounts may include the following: • The Bonus Marchers were WWI veterans and their families who converged on Washington DC in 1932 demanding early payment of their war bonuses. • Between 10 000 and 20 000 attended different parts of the march. • The Bonus Marchers (Army) faced severe economic hardship and unemployment during the Depression. • Many set up camps in the capital to protest; it was well organised with sanitation and social activities. • Congress rejected a bill to give the veterans early payment; concerns about disorder in the camp led to the authorities asking for federal intervention. • Hoover ordered MacArthur to remove the Bonus Marchers in Washington DC; MacArthur, convinced they were led by communist agitators, ordered the army to use tear gas, tanks and cavalry to burn the camp down resulting in at least two deaths. • The methods used to remove the veterans led to widespread criticism of Hoover and contributed to his election defeat in 1932 against Roosevelt etc. Accept any other valid responses.	**15**
8(b)	**Discuss the impact of the Wall Street Crash on the American economy.** Responses may consider the following facets: • Impact on wealth – the Crash wiped billions of dollars of corporate and individual wealth overnight; the Dow Jones fell by 90% from 1929 to 1932, destroying investor confidence and financial stability. • Impact on the banks – panic led to widespread bank runs as people rushed to withdraw savings; thousands of banks failed, leading to a lack of credit for businesses and in turn leading to unemployment. • Impact on businesses – the collapse in the stock market and tightening of credit due to bank failures led to bankruptcy for many businesses; this led to economic contraction, with the economy shrinking more than 36% by 1933. • Impact on workers – wages decreased sharply (up to 60% in some industries) and unemployment rose sharply as businesses failed etc. Accept any other valid responses.	**25**

Question	Answer	Marks
9(a)	**Write an account of Germany's attempt to carry out plans for the invasion of Britain.** Accounts may include the following: • The fall of France meant that Germany could invade Britain through the control of Channel ports. • In June 1940, Hitler hoped the British government would give up the war effort; when it did not, he considered invasion. • Operation Sea Lion was formulated and it planned landings on the south-east coast of England from the French Channel ports in three waves. • Hitler did concede that the Germans needed control of the English Channel first, so ordered the Luftwaffe to destroy the RAF as quickly as possible. • From July to October 1940, the Battle of Britain was fought. The Luftwaffe first targeted British shipping to try and force Britain to negotiate a peace settlement. • The RAF was organised under Air Chief Marshal Hugh Dowding into Fighter Command. Radar was used to detect incoming enemy aircraft and plan a response – known as the Dowding System. • Both sides took losses, but RAF pilots were able to parachute onto land in many circumstances and, if uninjured, be back piloting the next day. • The Luftwaffe began bombing airfields and radar stations and in the last week of August destroyed 56 British fighter planes. • On 15th September, the Luftwaffe launched their biggest attack with 200 bombers with fighter escorts. The RAF was able to respond and destroyed 60 German planes which forced the Luftwaffe to switch to night raids and focus on bombing London and later other major cities – known as the Blitz. • The RAF were able to quickly rebuild lost planes and survive the onslaught resulting in heavy losses for the Luftwaffe, eventually forcing Hitler to abandon Operation Sea Lion etc. Accept any other valid responses.	**15**

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Question	Answer	Marks
9(b)	**Discuss the impact of Germany's victory against France.** Responses may consider the following facets: • Military impact – knocked France out of the war, leaving the British and Belgian forces surrounded at Dunkirk; gave the Luftwaffe air superiority in Western Europe; Germany took control of French ports so it could build submarine bases for the Atlantic and invade Britain from the English Channel; Vichy France retained control of the French navy. • Strategic impact – allowed Hitler to move necessary troops to the East for the invasion of the USSR after the failure of Operation Sea Lion; allowed Italy to secure its Western border with France in Vichy France. • Political impact / morale – led to the formation of the French resistance; fall of France led to isolation of Britain which had little hope of removing Hitler initially. • Economic impact – the armistice with the French forced the government to pay for German costs for occupation; Vichy France collaborated with the German government and supplied Germany with food, gold and other war supplies; Vichy France retained control of the French colonies etc. Accept any other valid responses.	**25**

Question	Answer	Marks
10(a)	**Write an account of the French resistance to German occupation**. Accounts may include the following: • The French Resistance was made up of many small groups in the cities and the countryside to oppose Nazi occupation. • They engaged in guerrilla warfare, sabotage, intelligence gathering and the publication of underground newspapers to undermine German control. • An estimated half a million French citizens participated in the Resistance with approximately 90 000 executed, killed or arrested by the Nazis. • The Resistance played a key role in the Allied invasion of Normandy on D-Day by gathering vital intelligence on German defences and disrupted German troop movements and production; rail workers also engaged in strike action to slow down reinforcements in the region. • Resistance fighters harassed retreating German troops and helped liberate towns and cities, including Paris in August 1944. • The Resistance's political importance and impact on morale was profound and helped to restore French pride and sovereignty after the war etc. Accept any other valid responses.	**15**
10(b)	**Discuss the importance of Malayan resistance to the Japanese.** Responses may consider the following facets: • Military importance – the Malayan Peoples' Anti-Japanese Army (MPAJA), made up of mainly ethnic Chinese and organised by the Malayan Communist Party, was the most effective resistance and engaged in sabotage, ambushes and guerrilla warfare; this disrupted Japanese control and military operations in Malaya; persistent attacks by the MPAJA led to a significant diversion of Japanese resources to counterinsurgency efforts; led to cooperation from the British colonial government who trained guerrilla fighters. • Political and social importance – MPAJA activity inspired and mobilised large sections of the ethnic Chinese population against Japanese occupation; this contributed to the broader Allied war effort in Southeast Asia. • Strategic importance – Malaya was an important economic and military hub due to its resources and location, and resistance undermined Japanese control in the region; Japan was unable to fully consolidate their occupation etc. Accept any other valid responses.	**25**

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