CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/43**

Paper 4 Alternative to Coursework **May/June 2026**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

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

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

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

Annotations

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

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

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Guidance on using levels-based mark schemes

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 how poison gas was used as a weapon during the First World War.** Accounts may include the following: • Gas weapons first used in 1915 at the Second Battle of Ypres. • Germans released chlorine gas from pressurised cylinders that drifted over Allied trenches, causing chaos and 2000 casualties. • Allies used gas at Battle of Loos in September 1915. • Early attempts to counter the gas attacks included soaking cloth in water or urine. • By mid-1915, early gas masks issued to Allied and German troops. • Phosgene gas developed by Germans by the end of 1915 – colourless and more potent than chlorine. • By 1917, mustard gas had been developed and used by Germans. • Mustard gas had a blistering effect and caused respiratory harm; its symptoms were often delayed, causing psychological terror on the battlefield. • Overall, gas weapons caused 1 million casualties, but 90 000 deaths, representing three per cent of total fatalities in the war. Accept any other valid responses.	**15**
1(b)	**Discuss the impact of artillery bombardments in the fighting on the Western Front.** Responses may consider the following facets: Military impact – artillery was responsible for a majority of the casualties and fatalities on the Western Front; bombardments used to pound the enemy before assaults; artillery one of the main causes of static warfare, contributing to the stalemate on the Western Front; artillery later used to deliver gas weapons to shock the enemy before offensives. Tactical/Strategic impact – use of artillery led to the development of creeping barrage to protect infantry advances over no-man's land; development of combined arms tactics with tanks and infantry as well as air cover – French artillery particularly effective at the Somme. Psychological impact – artillery bombardments wore the enemy down and caused panic in the trenches on a daily basis - led to war weariness and loss of morale. Impact on terrain – bombardments destroyed layers of topsoil/foliage preventing proper drainage creating extra obstacles in no-man's land etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
2(a)	**Write an account of the British naval blockade of German ports.** Accounts may include the following: • Blockade began in 1914 and lasted into 1919. • Main aim was to cut off trade and therefore war supplies and food to Germany. • Blockade extended from the North Sea round to the English Channel, using warships and mines. • British navy patrolled the seas to intercept merchant shipping heading to Germany – over 3000 ships were stopped and searched in 1915 alone. • By 1916, over 500 000 German civilians had died due to food shortages and malnutrition. • Led to Turnip Winter in 1916. • Germany intensified submarine production and led to unrestricted submarine warfare in 1915 and again in 1917. • Attempt to break through the blockade in 1916 at Jutland, which failed for Germany. • Considered one of the most important actions in shaping the outcome of the war. Accept any other valid responses.	**15**
2(b)	**Discuss the importance of the Battle of Jutland.** Responses may consider the following facets: Strategic importance – the Battle of Jutland led to both sides trying to control the North Sea to control maritime trade; especially important for Germany, where imports had been impacted by the British blockade; German navy attempted to reduce the size of the British fleet and with it, naval superiority. Military importance – Britain lost 14 ships and Germany 11; both sides claimed victory but a military success overall for Britain as Germany was unable to overpower British dominance in the North Sea; Germany did not attempt another full-scale naval encounter with the British navy; led to a greater focus on U-boat warfare. Social/Economic importance – allowed Britain to maintain a blockade of German ports which meant Germany was short on fuel, food and munitions for much of the later war, impacting its ability to fight and increasing war weariness on the Home Front; unrestricted submarine warfare from 1917 led to rationing in Britain in 1918 etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
3(a)	**Write an account of political violence in Germany between 1919 and 1923.** Accounts may include the following: • Spartacist Uprising: 5 January 1919 – General strike over sacking of left-wing police chief Emil Eichhorn – 100 000+ initial protestors rose to approx. half a million over the next few days; 10 000+ armed revolutionaries seize newspaper offices in Berlin, post office and railway stations. • Armed street fighting occurred between the 6000 army/Freikorps units against Spartacist opponents as well as the building of barricades. • Estimated 100–200 fatalities, including the murder of the Spartacist leaders, Luxemburg and Liebknecht, by the Freikorps. • Further left-wing uprisings in Bavaria 1919 and the Ruhr in 1920; Ebert's government again relied on the Freikorps to crush the uprisings brutally. • In March 1920 Wolfgang Kapp and 5000 Freikorps seized Berlin and set up a nationalist government; Ebert's government fled to Dresden; the German Army refused to fire on the Freikorps. • Ebert ordered Berlin workers to strike, which collapsed the nationalist government. • Over 350 political assassinations by 1923, mainly by far right groups like Organisation Consul. • Two government ministers, Erzberger and Rathenau, were murdered by right-wing groups. • November 1923 Munich Putsch launched by Hitler and the Nazi Party during the hyperinflation period; Stresemann's decision to end passive resistance the catalyst. • 16 Nazis killed and Hitler arrested and put on trial for treason in 1924. Accept any other valid responses.	**15**
3(b)	**Discuss the importance of Stresemann's appointment as Chancellor in 1923.** Responses may consider the following facets: Political importance – Stresemann's appointment brought some stability to the situation caused by hyperinflation; appeased some on the right; Stresemann's decision to call off the passive resistance led to increased resentment from nationalist groups, including the Nazi Party. Economic importance – halted the passive resistance in the Ruhr and agreed to restart reparations payments; burnt worthless paper marks; introduced temporary currency – Rentenmark. Social importance – helped end the hyperinflation and allowed Germany to start trading again; increased confidence in the German government; resentment helped cause the Munich Putsch etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
4(a)	**Write an account of developments on the German Home Front during the Second World War.** Responses may include the following: • Food rationing was introduced in September 1939, followed by clothes rationing in November. • Shortages in 1939 such as soap, toilet paper and tobacco. • A flourishing black market evolved during the war; by 1945, scavenging was commonplace in the cities. • Popular support for Hitler and the Nazi regime peaks after the defeat of France; influx of luxuries from occupied countries in the West. • 3.6 million homes were destroyed by Allied bombing campaign. • 2.5 million children were evacuated to the German countryside. • Berlin, Cologne, Hamburg and Dresden were hit hard by bombing, with 150 000 fatalities in February 1945. • Conscription age dropped from 18 to 16 by 1943; Volkssturm formed in 1945 to defend Berlin – ages 16-60; Hitler Youth also used in the last weeks of the war, with boys as young as twelve. • Goebbels used wartime propaganda to mobilise the Home Front to support the war effort; Hitler Youth used to promote rationing. • 1943-45, total war in Germany – reduction in rail and postal services, popular entertainment closed, except cinemas and the age limit for compulsory female labour raised to 50. Accept any other valid responses.	**15**
4(b)	**Discuss the impact of the Second World War on the Nazi treatment of the Jews.** Responses may consider the following facets: Impact on Nazi racial policies – radicalisation of antisemitic policies by Nazi leaders; SS given control over Jewish Question; Nazi policies move from deportation and persecution to extermination by late 1941 – Wannsee Conference in early 1942 formulates and establishes the methods to be used for the Final Solution under the leadership of the SS. Impact on German Jews – Jews forced to wear Star of David; Jews remaining in Germany were deported to the East to ghettos and to work in Nazi labour camps; executions, forced labour and starvation until 1942. Impact on non-German Jews – Einsatzgruppen used to execute anti-German groups and Jewish populations in occupied countries ready for Germanisation; collaborationist governments assisted the Nazis in rounding up Jews for mass shootings; after Wannsee, Jews from across Nazi occupied Europe were sent to extermination camps like Auschwitz, Treblinka and Chelmno etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
5(a)	**Write an account of the problems facing Russia before the outbreak of the 1905 Revolution.** Accounts may include the following: • Peasant land issue was not resolved – poorer peasants had poor quality land to farm; wages remained low in the countryside and made worse by continued payment of Redemption taxes. • Peasants struggled with food shortages during years of poor harvests due to outdated farming techniques. • Peasants still the main conscripts during war and were drafted into the Russian Army in the Russo-Japanese War in 1904. • Industrial working class suffered poor working conditions due to rapid industrialisation in the 19th century; political reform lacking from Tsarist government. • Workers faced long hours, low wages and cramped living conditions, exacerbated by the Russo-Japanese War. • Workers, students, intellectuals and the growing middle-classes demanded political reform. • Liberals and Westernisers wanted representative government and a constitutional monarchy or parliamentary democracy. • Tsarist autocracy was repressive; Okhrana used to shut down political opposition and trade unions; nationalities forced to Russify. • Russification policies increased calls for independence from ethnic and religious minorities across the Russian Empire such as Poles/Finns. • Allow references to the size of the Russian Empire and cultural, linguistic, religious and ethnic differences making it hard for the Tsar to rule. • Political discontent and economic hardship triggered the Bloody Sunday incident and the 1905 revolution. Accept any other valid responses.	**15**

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Question	Answer	Marks
5(b)	**Discuss the importance of the peasants in the 1905 Revolution.** Responses may include the following facets: Economic importance – peasants worked the land and agriculture was the largest sector of the economy, with peasants making up 80% of the Russian population by 1905; agricultural produce was sometimes in short supply due to poor harvests, which caused inflation in the towns and cities; richer peasants (kulaks) had grown as a group after emancipation; some peasant communities seized land from landlords and even executed them; riots in the countryside. Political importance – increased calls for land reform from many poorer peasants and kulaks; peasants wanted access to better quality land and greater acreage to farm; kulaks generally conservative and supported the Tsarist government; some peasants increasingly supported the socialist aims of the SRs, which promised land redistribution. Military importance – peasants were conscripted into the Russian Army in times of war such as the Russo-Japanese War in 1904; many were poorly trained and had little training with modern weapons and equipment; led to morale and mutinies/desertion when the 1905 Revolution broke out etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
6(a)	**Write an account of Stalin's rise to power by 1928.** Accounts may include the following: • Stalin was appointed General Secretary in 1922, which he used to build up support in the lower level ranks of the Communist Party. • Trotsky missed Lenin's funeral and Stalin was able to manoeuvre himself as chief mourner. • Stalin formed a triumvirate with Zinoviev and Kamenev at the 1st Party Congress in 1924 to oppose and marginalise Trotsky; fear over his leadership of the Red Army and popularity. • The Politburo and Central Committee kept Lenin's Testament a secret; this was critical for Stalin as well as other leaders. • Stalin's 'socialism in one country' policy contrasted with Trotsky's Permanent Revolution ideology; this appealed to more nationalist sentiments in the Communist Party. • In 1926, Stalin joined with Bukharin to remove Kamenev and Zinoviev. • Stalin was able to expel Trotsky, Zinoviev and Kamenev from the Party in 1927. • He then opposed the NEP and Bukharin along with their supporters in 1929; Stalin promoted rapid industrialisation and collectivisation in his Five-Year Plan. Accept any other valid responses.	**15**
6(b)	**Discuss the impact of Stalin's emergence as leader of the Soviet Union.** Responses may include the following facets: Political impact – Stalin quickly used purges to remove Old Bolsheviks and replace them with his own supporters; military and even NKVD purged as well; creation of a totalitarian dictatorship. Economic impact – Stalin launched Five-Year Plans to rapidly modernise Soviet economy and industry; collectivisation introduced as part of the First Five-Year Plan to eradicate the kulak class, replace the NEP and bring state control over agricultural production and sell surplus to pay for industrialisation; industrial and agricultural production did increase by the end of the 1930s; USSR transformed into an economic superpower by 1940; command economy established. Social impact – Stalin created a cult of personality; Lenin cult also propagated; heavy censorship and propaganda; NKVD used to create a terror state; control over arts, education (e.g. literacy rates and primary schooling) and religion (suppressed by Stalin); nationalities suppressed and Russification reintroduced; decline in women's rights; famine and Holodomor in Ukraine caused by collectivisation etc. Accept any other valid responses.	**25**

Question	Answer	Marks
7(a)	**Write an account of the availability of new consumer goods in the 1920s.** Accounts may include the following: • Assembly line production methods increase availability of motor vehicles for the masses- Model-T Ford. • Mass production of radios, telephones, toasters and other electrical appliances for American homes. • Expansion of electrification increases the market for new consumer goods in the suburbs and parts of the countryside. • New synthetic materials like Bakelite and Rayon meant cheaper alternatives were created e.g. Bakelite used in telephones; Rayon used in stockings. • Mass advertising using radio, cinema, billboards, magazines and mail-order catalogues to increase markets. • Chain stores and mail-order catalogues allow the same products to be available across the USA. Accept any other valid responses.	**15**
7(b)	**Discuss the impact of the decline of the older industries in the 1920s.** Responses may include the following facets: Economic impact – lower wages for coal workers and those working in textiles; female, immigrant and black American workers hit hardest; closure of coal pits and textile factories due to newer sources of power and synthetic textiles. Social impact – strikes in coal mines and textile factories due to wage cuts and redundancies; rising unemployment leads to rising poverty – 42% of the population below the poverty line by the end of the 1920s; many forced to migrate to the other cities to search for temporary work; some turned to crime including bootlegging. Political impact – some attempt to protect American jobs through tariffs and protectionism; income tax lowered by successive Republican governments etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
8(a)	**Write an account of Roosevelt's presidential campaign in 1932.** Accounts may include the following: • Roosevelt visited 41 states and travelled over 20 000 km. • FDR focused on criticising Hoover and the Republican economic policies during the Depression. • FDR was a charismatic speaker and inspired the crowds when he stood up and spoke while suffering debilitating polio symptoms. • His previous experience as Governor of New York had proved public spending on job creation and relief could help decrease unemployment and the symptoms of the Depression. • He promised a New Deal for the American people through the '3Rs'- Relief, Recovery and Reform. • FDR won the election with a landslide victory, winning seven million more votes than Hoover. Accept any other valid responses.	**15**
8(b)	**Discuss the importance of Roosevelt's election victory in 1932.** Responses may include the following facets: Economic importance – FDR introduced the New Deal programme in 1933 to tackle unemployment (CCC, PWA, CWA), increase farm prices (AAA), end the banking crisis (Emergency Banking Act), end reckless speculation (SEC) and promote fair competition and improve workers' wage levels (NRA); Beer Act ended Prohibition, allowing alcohol to be taxed; priming the pump - using public spending to stimulate economic growth. Social importance – tackled poverty using the FERA and the TVA in the Tennessee Valley; helped protect homeowners using the HOLC; improved working conditions (NRA). Political impact – landslide victory saw a fundamental shift in American politics away from laissez-faire policies towards government intervention; led to an increase in conservative and radical critics of the New Deal etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
9(a)	**Write an account of the German invasion of the Soviet Union to the end of 1941.** Accounts may include the following: • Germany launched a massive offensive across (June 22) a 1800-mile front, with 3.5 million soldiers and 2700 aircraft; blitzkrieg tactics saw quick gains in the advance eastwards. • German forces divided into three army groups – North which headed towards Leningrad, Centre towards Moscow, and South towards Kiev and the Caucuses. • Soviets lost 1000 aircraft on the first day and 4000 by the first week. • Soviet soldiers and officers caught off guard and ill-prepared; encircled in Minsk and Kiev (over half a million surrendered). • Battle of Crimea saw German and Romanian troops capture most of the region except Sevastopol; a siege saw the fall of the city. • Battle of Rostov saw the capture of 10 000 Soviet soldiers. • Army Group Centre quickly reached Moscow, but the Winter of 1941 halted the advance. • Army Group North laid siege to Leningrad. Accept any other valid responses.	**15**
9(b)	**Discuss the impact of the German defeat in the Battle of Stalingrad.** Responses may include the following facets: Military impact – Soviet forces encircled the German forces, trapping 300 000 soldiers; many hit hard by shortages and the winter of 1942, which saw temperatures reach minus 45 degrees centigrade; by February 1943, 91 000 Germans taken prisoners, including 22 generals; Germany's European allies saw their forces shattered; over 800 000 casualties for Germany and its allies by the end of the battle. Impact on German morale – first major defeat in a European battle since the Battle of Britain and first major military setback; increased defeatism on the German Home Front and increased opposition from some groups, including the German Armed forces and conservative groups; increase in confidence for Red Army. Strategic impact – led to a defensive war for Germany as the Red Army mounted a huge counterattack planned by Marshall Zhukov; impacted Allied tactics - realised the importance of the USSR for victory in Europe etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
10(a)	**Write an account of the Allied advance from the West into Germany, June 1944–May 1945.** Accounts may include the following: • Operation Overlord led to the D-Day landings in June 1944 with American, British and Canadian troops on five beachheads. • By the end of June, the Allies had established a foothold in France and nearly a million troops had landed. • By July, the Allies had broken out of Normandy and by August, Paris had been liberated; Low Countries liberated next before crossing the Rhine. • Strong German defences across the Siegfried Line led to high casualties for the Allies and a slowing down of the advance up to February 1945. • German counteroffensive at the Battle of the Bulge- initial successes but ultimately it failed and by March 1945, the Allies crossed the Rhine. • By April 1945, the Allies were closing in on Berlin with the Red Army having reached it first. • 7 May saw Germany surrender after a combined siege of Berlin by Allied forces from the East and West. Accept any other valid responses.	**15**
10(b)	**Discuss the importance of the Soviet Union in Germany's defeat in 1945.** **Indicative content** Responses may include the following facets: Military importance – victories, despite heavy losses, at Stalingrad and Kursk led to irreparable losses for the German Armed Forces; Germany lost air superiority in the Eastern Front, and this allowed Allied forces to land in France in 1944; USSR able to mobilise vast human and technological resources to fight Germany, enabling its defeat in May 1945. Strategic importance – Soviet counteroffensives led to a war on two fronts for Germany in 1944 as Allied forces landed in Normandy; this split Germany's resources and military, allowing a rapid advance towards Berlin; Germany forced to largely fight defensively for the remainder of the war after Stalingrad. Importance to Allied morale – Soviet victories led to increased morale for the Allies and greater cooperation with the Western powers, including lend-lease support from the USA, which bolstered their war production etc. Accept any other valid responses.	**25**

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