# HISTORY

Paper 0470/11
Paper 11

### Key messages

Candidates need to read the question carefully before starting their response and ensure that they just focus on the issue in the question.

Successful responses demonstrated good historical knowledge and understanding of the question and were characterised by the inclusion of relevant contextual details to support arguments.

Any given dates in the question should be carefully noted to ensure that responses only include knowledge within the time span of the question.

Candidates should avoid 'listing points' and write in continuous prose. In more extensive responses, they should organise their ideas into distinct paragraphs - otherwise points can become blurred together or, alternatively, candidates can lose focus on the question.

### General comments

Strong responses reflected sound understanding and good knowledge in both the Core and Depth Study questions, supported by a wealth of factual detail. These responses included a clear and accurate communication of ideas, whether explaining the reasons for past events and historical features or building an argument to reach a balanced historical judgement. These included conclusions that were more than purely summative and in which they came to a judgement and justified this by reference to the balance of evidence cited in their essay.

Weaker responses, whilst often demonstrating sound factual knowledge, found it difficult to apply the knowledge to the actual question set. These responses tended not to be divided into paragraphs and were characterised by a descriptive list of facts, with no explanation. Other less successful responses included incorrect factual details. Some responses were very brief and generalised, with few supporting factual details.

There were very few rubric errors and most candidates had used the time allocated effectively and completed the paper.

Candidates need to be aware of the specific demands of each type of question:

**Part (a)** responses reward recall and description. There is no need for background information. Explanation is not required. Most candidates realised that responses to **(a)** questions can be short and concise. Many answered these questions in the form of a short paragraph which was an appropriate approach.

**Part (b)** responses require facts and explanation. Candidates must be selective of the factual knowledge needed to explain events and always write in continuous prose, rather than using a 'listing' approach. Most **(b)** questions ask 'why' a particular event happened, so it is important that candidates direct their response to address the reasons, rather than a description of what happened. Strong responses were carefully organised, using separate paragraphs for the different reasons that were being explained. Narrative answers or long introductions which 'set the scene' are not required.

**Part (c)** requires facts, explanation and analysis. The most effective responses argue both for and against the focus of the question and reach a balanced judgement. A valid conclusion should avoid repeating points already made in the essay and should try to explain and analyse how far the argument both supports and disagrees with the focus of the question. Some conclusions just asserted 'how far', rather than explaining which side of the argument was stronger than the other.

Weaker responses often focussed only on one side of the argument. These responses could be improved by including more contextual examples on both sides of the argument to produce a balanced response.

## Comments on specific questions

### Section A: Core Content

### Questions 1, 2, 3 and 4

There were too few responses to these questions for any meaningful comments to be made.

### Question 5

This was the most popular question in the Core Section.

**(a)** Many candidates wrote well informed, strong responses to this question. Most mentioned Wilson and the Fourteen Points and were able to define the meaning of 'self-determination' as the right of a people or nation to decide their own form of government. Strong responses identified application of the principle in Central and Eastern Europe, especially with reference to the break-up of the Habsburg Empire, though fewer candidates named the countries created. Some also included how the principle could not be applied to British and French colonies because of the resistance of the respective governments. In a number of other responses candidates struggled with the meaning of 'self-determination' and wrote in very general terms about strength of purpose or resolve, with little relevant information.

**(b)** There were mixed responses to this question. In a small number of strong responses candidates were able to explain two reasons for Turkish discontent with the Treaty of Sevres. In these answers candidates homed in on territorial losses and the break-up of the Ottoman Empire, with the establishment of British and French mandates in the Middle East and the much-resented loss of Smyrna to Greece being the provisions most frequently cited. Candidates could also write effectively about the decision to impose Allied control on Turkey's finances. However, in many responses, candidates identified military reductions and territorial losses without adequately explaining their impact. Also, where candidates were uncertain of the provisions of the Treaty, there was a tendency to transfer two German grievances to the Turkish settlement: reparations and war guilt, neither of which were relevant to this question (with reparations never applied and war guilt not a provision of the Treaty of Sevres). Nearly all of the candidates were able to make reference to the harshness of the Treaty. A small number of candidates lacked knowledge of the Treaty of Sevres and often confused it with the treaties that Germany and Hungary received. Less successful responses sometimes included material about the revolt against the Treaty led by Mustafa Kemal Ataturk and the resulting Treaty of Lausanne which lacked relevance to this question.

**(c)** Overall, this question was answered well. Most candidates were familiar with the main terms of the Treaty of Versailles, though some were unable to explain how these provisions caused bitterness among the Germans. Reference to the war guilt clause, for example, was often explained only with a comment that Germans did not feel that they alone had caused the First World War, when a reference to Russian mobilisation or Austria-Hungary's uncompromising attitude towards Serbia would have secured the explanation. In weaker responses, the coverage of the link between reparations and hyperinflation was either too superficial or unclear. Nevertheless, there were many strong responses which included explanations on both sides of the argument. These responses explained well the impact of reparations on a country whose economy was already in great difficulty and explained how this resulted in the Franco-Belgian occupation of the Ruhr and hyperinflation. On the other side of the argument candidates gained credit for explaining the German reaction to the perceived 'Diktat', war guilt, disarmament and territorial losses. Some candidates believed mistakenly that Germany lost the Sudetenland in 1919.

**Question 6**

This question was also very popular among candidates.

**(a)** This question was well answered, responses naming the specific agencies such as 'the Slavery Commission', the 'Health Organisation', the 'Refugee Organisation' and the 'Mandates Commission'. In some strong responses candidates named two organisations but gave descriptions of the work that they carried out. For example, 'The Health Organisation was an agency of the League which worked to eradicate leprosy and malaria.' A number of candidates also included details of the key bodies of the League of Nations such as the Assembly, the Council and the Secretariat. These descriptions were outside the scope of the question. A small number of responses were left blank.

**(b)** Many candidates gained credit for identifying features of the Aaland Islands dispute. For example: 'It involved minor countries', 'It was between Sweden and Finland' and 'The League awarded the islands to Finland'. Stronger responses developed these points by including an explanation such as, 'Both Sweden and Finland wanted ownership of the Aaland Islands and took the dispute to the League of Nations. Despite many of the islanders wanting to be ruled by Sweden, the League awarded them to Finland. As they had put safeguards in place to protect Swedish interests on the islands, Sweden accepted the ruling.' A second reason explained revolved around the timing of the dispute, the fact that it was a dispute between minor powers and there was no aggression involved in the conflict, unlike the Japanese and Italian aggression that the League had to deal with in the 1930s. Weaker responses were characterised by incorrect information, often citing the wrong countries, stating the islands were awarded to Sweden or describing the wrong dispute, most commonly the Vilna dispute.

**(c)** This question was well answered and there were many strong responses in which candidates showed a good understanding of whether 'Failure to bring about disarmament was the most important problem facing the League in the 1930s.' Successful responses were able to explain the difficulties arising from the 1932 Disarmament Conference in which the victors of the First World War refused to disarm because of their concerns over unemployment and security. It was also important to include the viewpoint of Hitler at this time, who wanted the powers to reduce their arms to the level of Germany or allow Germany to rearm to match the size of the armies of the big powers. As a result of the lack of agreement at the Conference, Hitler left the Disarmament Conference and the League of Nations in 1933 and started rearming. In order to give a balanced answer, successful responses identified and explained other problems that faced the League in the 1930s, most commonly the issues caused by Japan's invasion of Manchuria and Italy's invasion of Abyssinia. It was important to identify the exact problem the League faced with these invasions, rather than giving a lengthy description of what happened. The structure of the League was another relevant problem explained in stronger responses, such as the absence of the USA, the fact that the League didn't have an army and League members were usually motivated by self-interest. Weaker responses often included details of disputes in the 1920s, which lacked relevance to this question. Other responses drifted from the focus of the question to give a description of Hitler's Foreign Policy, including the Allies' policy of Appeasement, which was not a policy of the League of Nations.

**Question 7**

**(a)** This question was well answered, and the majority of candidates were able to describe Truman's policy of containment and how he was worried that if South Korea fell to communism, other Asian countries could be next. Stronger responses identified that Truman blamed the Soviet Union for the attack, which was seen as part of Moscow's attempts to gain world domination. Credit was given for responses describing his attitude such as: 'He was suspicious of the Soviet Union's role' or 'He was determined to take action against this aggression by North Korea'. Credit was also given for 'He appealed to the United Nations for support'. Less successful responses drifted from the question by writing generalised accounts of the events of the Korean War.

**(b)** There were mixed responses to this question. Most responses were able to identify reasons why North Korea invaded South Korea in 1950, including to spread communism and to unite North and South Korea. The strongest responses were able to explain two reasons. For example: 'Kim II Sung felt that his forces were stronger than those of South Korea and as he saw himself as the legitimate ruler of Korea, he wanted to remove capitalism from South Korea and unite Korea under communist rule'. Another reason explained included details of the expected support from other

Communist leaders such as Stalin and the fact that Kim II-Sung thought the US would not get involved. Weaker responses included lengthy details on the events of the Korean War which were not relevant to this question.

**(c)**     Generally, most candidates were familiar with the main events of the Korean War. Strong responses were aware that the American government had been empowered by the UN to select a commander and had chosen General MacArthur. They highlighted his role and explained his initial success in driving the North Korean Forces over the 38th parallel. They further explained that he made a controversial move when he continued to push the North Koreans further north and suggested bombing cities in China that were thought to be aiding the North Korean troops, leading to his dismissal. These responses argued that it was more a victory for the US because although the UN included forces from 16 different nations, they were largely made up of Americans. The United Nations was therefore dominated by the Americans, which made the United Nations look weak. Few responses could present a case about the United Nations in combatting communism, rather than being an organisation to secure and maintain peace. They did gain credit for explaining the armistice and the fact that South Korea remained capitalist.

## Question 8

There were too few responses to this question for any meaningful comments to be made.

### *Section B: Depth Studies*

## Question 9

**(a)**     This question was very well answered, and most candidates were familiar with and could describe the main features of a trench.  Marks were awarded for features such as, 'trenches were dug into the ground', 'they were protected by barbed wire and sandbags' and 'duckboards were often used to prevent soldiers getting their feet wet'. Other points credited included the use of parapets and the existence of specific dugouts for resting.

**(b)**     Most responses identified reasons why an attack on the Somme was launched in July 1916. They were rewarded for stating, 'to relieve the French troops at Verdun', 'to divide the German troops between two battle sites' and 'to weaken German morale.' Some responses would have been improved by developing these identifications into explanations. These less successful responses often tended to give a description of what happened at the Somme, rather than explain why the attack on the Somme was launched, which was the focus of the question. They also tended to confuse who was fighting where. Strong responses were able to explain the historical importance of Verdun to the French, placing emphasis on the tactics of the Germans and the increasing number of French casualties - therefore the attack was launched on the Somme to take pressure off the French, because Germany would have to switch some of its troops to the Somme. A second explanation was developed around achieving a decisive breakthrough on the Western Front and subsequently winning the war.

**(c)**     The best responses used specific examples of the defensive strategy on the Western Front, most commonly the workings of the trench system. They used the British attack on the Somme to show how, because the enemy was so well dug in, it meant that huge numbers of troops were killed as they left their trenches and tried to advance across No Man's Land. This meant that for many years there was little progress made on the Western Front. They also evaluated the impact of the introduction of new weapons on the Western Front, such as tanks and machine guns. In order to produce a balanced argument, strong responses then explained successful attacks, for example how in the Ludendorff Offensive the German army advanced over 35 miles in the first three weeks; however, once the land was taken, it had to be defended and this caused problems for the German army. Weaker responses were characterised by general accounts of warfare, including conditions in the trenches, without any reference to either attack or defence, and often information such as details from the War at Sea and the Eastern Front, which lacked relevance here.

## Question 10

There were too few responses to this question for any meaningful comments to be made.

**Question 11**

This was the most popular question of the Depth Studies.

**(a)** This question was very well answered, and most candidates demonstrated a good understanding of the Reichstag Fire. Among the responses were, 'the fire took place in 1933', 'the accused was a Dutchman, Van der Lubbe', 'he was a communist' and 'Hitler claimed that it was part of a communist plot to overthrow the government'. Candidates also gained credit for stating that, 'Hindenburg issued an emergency decree' and 'many thought that the Nazis had started the fire on purpose to discredit the Communists'. A very small number of candidates confused the Reichstag Fire with Kristallnacht.

**(b)** Most candidates were familiar with the events of the Night of Long Knives and were able to outline events. The focus of the question was why it took place. Many responses identified that Rohm was a threat to Hitler, but weaker ones neglected to explain why. Strong responses cited Rohm's leadership of the SA, with up to 4 million supporters, and pointed out that his views were different as he wanted a second revolution, which was considered by Hitler and industrialists to be too much like communism. Hitler needed the support of the industrialists, so Rohm had to be removed. Other reasons explained included Rohm's aim to merge with the army and that the SA's continued violence was becoming an embarrassment to Hitler. A small number of responses confused the SA with the SS and also again confused the Night of Long Knives with the Night of Broken Glass. Some drifted from the focus of the question and included the results of the Night of Long Knives.

**(c)** There were some mixed responses to this question, some being one-sided as a number of candidates were unfamiliar with how the support of wealthy industrialists helped Hitler to become Chancellor. Strong responses identified how they funded the Nazi Party to promote their campaigns, and also how they shared Hitler's anti-communist views, and developed explanations using contextual details to support these two points. Candidates were much more confident explaining other reasons why Hitler became Chancellor, including his extensive use of propaganda, his promise to create jobs to solve the unemployment problem and his determination to destroy the Treaty of Versailles. The best responses also demonstrated a good understanding of the political turmoil in the early 1930s, of which Hitler took advantage. They cited the failures of von Papen and von Schleicher to deal with the problems caused by the Depression. They explained that eventually von Papen persuaded Hindenburg to appoint Hitler as Chancellor, with him as Vice Chancellor, so that they could control Hitler and use the popular support for the Nazis to benefit the government. The key focus of this question was why Hitler became Chancellor, which was in January 1933. The chronology used by some candidates was incorrect and they included details of both the Reichstag Fire and the Night of Long Knives, which happened after he became Chancellor. Other responses appeared to be discussing how he maintained his power.

**Question 12**

**(a)** Many candidates were unfamiliar with the term 'justice system' and wrote generally about the changes Hitler made in Germany, most commonly changes to the school curriculum and the role of women. This lacked relevance to the question. Credit was given for, 'the Nazis took control of the courts', 'all magistrates and judges had to take an oath of loyalty to Hitler', 'Jewish judges were sacked' and 'crimes carried out by Nazi agents were ignored'. The special courts set up for political crimes and the death penalty for telling anti-Nazi jokes could have been mentioned by more candidates.

**(b)** Most candidates demonstrated a good understanding of one reason why the Nazis persecuted racial minorities in Germany by explaining that they believed in the Master Race theory. Stronger responses included a second explanation which often emphasised how Hitler blamed the Jews for the problems facing Germany, for example, he blamed Jewish businessmen and bankers for Germany's defeat in the First World War, as he thought that they had forced the surrender of the German Army in 1918.

**(c)** There were mixed responses to this question, with some one-sided answers seen. These responses included general details on the opposition from the churches. Stronger responses included specific supporting detail, such as the activities of Pope Pius XI, Bishop Galen, Pastors Niemoller and Bonhoeffer. Candidates were more confident in explaining the other side of the argument, including opposition from Youth Groups such as the Edelweiss Pirates and the Swing Movement. Others explained the activities of the White Rose Group and details of the July bomb

plot. Strong responses needed to develop a balanced argument by explaining specific opposition from the churches and other opposition. A small number of responses included opposition to the Weimar Government in the 1920s such as the Spartacists, which lacked relevance to this question.

**Questions 13**

**(a)** Descriptions of events around Bloody Sunday, on which most candidates were knowledgeable, featured in responses, while the establishment of the St. Petersburg Soviet and the Potemkin mutiny were rarely mentioned. There was a tendency to give reasons for the revolutionary activity (for example poverty, bad living and working conditions), rather than details of the activity itself.

**(b)** This question was well answered. Most responses included a good explanation of the impact on Russia resulting from its defeat in the Russo-Japanese War. Other explanations emphasised the difficult conditions faced by industrial workers in the cities and by Russian peasants in the countryside, including unequal land distribution and food shortages. Most had a good understanding of the privileged position enjoyed by the nobility and the Church, as well as the oppressive nature of the tsarist regime. Weaker responses often described factors which applied to the revolution of February/March 1917, rather than 1905.

**(c)** There were some sound answers to this question. Strong responses usually firstly explained why there was hatred of the Tsarina and how this contributed to the downfall of the Tsar in 1917. The association of the Tsarina with Rasputin was well known and well explained in many instances, often with reference to rumours about the extent of their involvement with each other and the consequent hostile publicity. A second explanation that was used by a few candidates on this side of the argument usually made reference to her German origins and perceived disloyalty or the nature of the appointments and decisions made in conjunction with Rasputin. Though these reasons were missed by some candidates, most could identify other reasons for the downfall of the Tsar, especially his decision to go to the Front and subsequently taking the blame for Russia's defeats, food shortages and the growing dissatisfaction among Russian soldiers. Strong responses developed these identifications into explanations. In a very small number of responses there was some confusion with events leading to the Bolshevik Revolution later in 1917, so that the activities of Lenin and his followers were explained.

**Question 14**

There were too few responses to this question for any meaningful comments to be made.

**Question 15**

**(a)** Many candidates were well informed on the technical innovations which helped industry to develop in the 1920s. Most mentioned the assembly line used by Henry Ford to mass produce cars. Strong answers identified that the widespread use of electricity meant that homes and businesses had an efficient source of power. The advances made in chemicals, which brought new products such as Bakelite and cellophane, could have been included in more responses.

**(b)** Candidates were very familiar with the reasons why more Americans were able to buy consumer goods in the 1920s and there were many successful responses containing two explanations. The best responses identified and then explained the point. For example: 'In the 1920s hire purchase was introduced. This meant that workers could buy a new appliance, such as a car or vacuum cleaner and pay for it in instalments. They didn't have to pay the full price up front, and this made it easier to buy an expensive item, resulting in many more people buying household goods'. Many other reasons were put forward including high employment, rising wages and cheaper prices as a result of mass production, the use of advertising and the low taxation policy of the Republican government. Other responses identified reasons but would have been improved by the inclusion of supporting contextual detail.

**(c)** Answers here were variable in quality, some being one-sided. Strong responses demonstrated understanding and explained the impact of the tariff system on farming. They understood why America had introduced the tariffs and emphasised that the impact of this policy was that foreign countries could not afford to buy US farm produce and, as the US after the First World War was overproducing anyway, this meant that farm prices in the US dropped and therefore farmers became poor. On the other side of the argument, they explained other issues that were facing

farmers at this time, most commonly the competition from Canada and Argentina, and the fact that farmers had borrowed money from banks and that, with lower prices, they could not pay their debts. Less successful responses were characterised by a lack of understanding of American tariffs and the inclusion of details from the 1930s, for example the dust bowl, which lacked relevance to this question.

**Questions 16, 17, 18, 19, 20, 21 and 22**

There were too few responses to these questions for any meaningful comments to be made.

# HISTORY

**Paper 0470/12**
**Paper 12**

## Key messages

Successful responses are dependent upon candidates reading the questions carefully. This will help them to understand exactly what is being asked and will give them the opportunity to write focused and balanced responses. If candidates are asked to compare two given factors or individuals, identified in the question, answers should be focused on these specified factors or individuals. Any given dates in the question should be carefully noted to help ensure that responses only include relevant details.

In more extensive responses, candidates should be encouraged to organise their points into distinct paragraphs. This should help to avoid separate points becoming blurred together and in maintaining focus on the original question.

In **Part (c)** responses candidates should attempt evaluative, rather than purely summative conclusions, in which they make a judgement and justify this by reference to the balance of evidence cited in their response.

## General comments

Candidates continue to use sound knowledge and understanding of their chosen topics to answer the questions. Many candidates communicate their ideas clearly and accurately, whether explaining the reasons for past events and historical features or building an argument to reach a balanced historical judgement. There were few rubric errors and most candidates had used the time allocated effectively and completed the paper.

**Part (a)** answers should focus on description and only include relevant details. Answers therefore should be precise, as explanation is not required.

**Parts (b) and (c)** of the questions require understanding and explanation. Candidates must be selective of the factual knowledge needed to explain events, rather than using a purely narrative or 'listing' approach. Most **(b)** questions ask 'why' a particular event happened, so it is important that candidates direct their response to address the reasons, rather than provide a description of what happened. Successful responses were carefully organised, usually using separate paragraphs for the different reasons that were being explained. Narrative accounts or long introductions are not required.

In **Part (c)** candidates need to argue both for and against the focus of the question and reach a balanced conclusion. The conclusion should go beyond repeating what has already been stated by addressing, 'how far' or 'how successful', depending on the question set. Less successful responses often focused on one side of the argument only and these responses could have been improved by including more contextual examples on both sides of the argument to produce a balanced and stronger answer.

## Comments on specific questions

*Section A: Core Content*

**Questions 1, 2, 3 and 4**

There were too few responses to these questions for meaningful comments to be made.

**Question 5**

**(a)**    **Question 5** was the most popular question of the Core Content, and many candidates were able to provide at least two ways that Turkey was treated in the peace settlement. Most were able to identify that Turkey had been treated harshly and were then able to provide specific examples of that treatment. Most commonly candidates stated that the Ottoman Empire had been broken up, and that land had been lost to countries such as Britain and Greece. Aside from the territorial losses, candidates were also aware that Turkey's finances were run by the Allies, and that there were military restrictions such as the army being reduced to 50,700 men, and that conscription was banned. Whilst most answers concentrated on the Treaty of Sevres, some answers also recognised that the Treaty of Lausanne had a different treatment of Turkey, and this was also a valid approach to the question. Few errors were seen, although weaker answers tended to be generalised, with references to land loss or military restrictions, without specifying what these were.

**(b)**    This question was answered well, with many candidates able to provide at least one explanation of why Wilson and Clemenceau wanted different things from the peace settlement. Stronger answers approached the question by identifying the differences in motivation before explaining how this impacted on the differing demands in the peace conferences. Such answers considered motivations such as public sentiment, experiences during the war, or the overall approach to the peace conferences. These motivations were explained, for example by comparing the experiences during the war to approaches to reparations. Another approach adopted by some candidates was to consider Wilson and Clemenceau's demands separately, and then to provide an explanation for this at the end, although this resulted in one explanation, rather than two. Few errors were seen, although some candidates described what Wilson and Clemenceau wanted, rather than focusing their response on the reasons for this.

**(c)**    This question was generally answered well, with most candidates able to provide an explanation on at least one side of whether Lloyd George wanted Germany to be treated harshly in the peace settlement. The most common approach was to argue that he wanted to treat Germany harshly since British public opinion supported this, and as an elected politician he had to be aware of this sentiment. Stronger responses were also able to argue that he saw the peace settlements as an opportunity to strengthen Britain's position, for example through the acquisition of Germany's colonies, or through military restrictions to ensure Britain's naval supremacy. On the other side of the argument, answers were often centred around Lloyd-George's aim to ensure that Germany was able to recover financially, since Germany had previously been Britain's second largest trading partner. This argument was often supported with knowledge about limiting territorial losses and reparations. Stronger answers were able to consider the issue of 'how far', often through an evaluation of Lloyd-George's personal wishes, as compared to his political needs. Weaker answers compared Lloyd-George's aims to those of Wilson and Clemenceau, which was not the focus of the question.

**Question 6**

**(a)**    This question was generally answered fairly well, with many candidates able to identify at least some of the League's reactions to the Japanese invasion of Manchuria. Strong responses took a chronological approach, detailing the steps that the League took, such as sending a Commission under Lord Lytton to investigate, and that the League concluded that Japan was in the wrong. Stronger answers went further and were able to show that the League voted on the issue, but that Japan voted against. Weaker responses were able to display contextual understanding of the Manchurian crisis, but these answers were not always focused on the League's response. They were often descriptions of the crisis as a whole, for example the reasons for the invasion, or how Japan completed the conquest of Manchuria.

**(b)**    Some good responses were seen to this question, with many candidates able to provide at least one explanation for why the League failed to give effective support to Haile Selassie. The most common approach was for candidates to argue that the failure was due to the self-interest of Britain and France, or that the Great Depression meant that countries were reluctant to impose widespread sanctions due to the existing problems in their economies. Stronger candidates recognised the term 'effective' in the question, and argued that whilst sanctions were imposed, the US actually increased the sale of oil to Italy, negating the effects of the League's sanctions. Less successful responses were often able to describe the relevant events but did not link these to reasons for the League's failure. Some candidates were unable to link Haile Selassie to the Italian

invasion of Abyssinia, and others argued that Britain and France wanted Italy as an ally against communism.

**(c)** Candidates were secure in their knowledge and understanding of whether the League was a success in the 1920s, and some very good responses were seen to this question. When arguing that the League was a success, candidates were not only able to explain the territorial successes such as the Aaland Islands and Upper Silesia but were able to support these explanations with specific details. Many candidates were also able to explain the success of the League's agencies such as the Slavery Commission or the Health Committee. Balance was often provided by explanations of the failures in Corfu or in Vilna in stronger responses. Few successful evaluations were seen, with those attempted tending to repeat arguments made earlier in the response, rather than providing a genuine argument of 'how far'. Weaker responses were sometimes lengthy and tended to be descriptive of the issues or conflicts, rather than analysing what made the events a success or failure. In attempted explanations of Corfu, some candidates were not confident of the role of the Conference of Ambassadors, and some went outside of the specified date to consider events in Manchuria and Abyssinia.

## Question 7

**(a)** This was a well answered question, with many candidates able to provide at least two methods that Stalin used to gain control over Eastern European states by 1948. The most common reasons offered were that Stalin rigged elections or that the Red Army remained in countries after liberating them, although very few candidates were able to provide specific examples of these. Stronger answers also recognised that Stalin replaced the leadership of some Eastern European states, and were able to name these countries, or identified the introduction of Cominform. The most common error was to provide methods outside of the date provided in the question. Such answers would write about the response to NATO being the Warsaw Pact, or identified Comecon, both of which were outside the specified timeframe of the question.

**(b)** This question provided candidates with the opportunity to explain several ways in which Berlin was a cause of tension between the Allied powers. Many candidates were able to provide one explanation, most usually through a consideration of the tensions created by the Berlin Blockade. These responses were also able to be developed by considering the tensions which caused Stalin to introduce the Blockade, and also those created as a result of the decision to start the Airlift. Other explanations explained tensions created by the division of Berlin or the building of the Berlin Wall. Some confusion was seen between the Berlin Blockade and the Berlin Wall, with candidates segueing between the two issues. Some weaker answers also described the Blockade or the building of the Wall, but this did not explain why they caused tension.

**(c)** Some good answers were seen to this question, with many candidates able to provide at least one explanation of the reason for Stalin's policy towards Eastern Europe. The most common approach was to consider Stalin's aim of spreading communism, and that this required a policy of expansion into Eastern Europe. Other arguments that included 'other reasons' for Stalin's policy considered the economic benefits that he would gain through expansion, particularly set in the post-war context. Stronger responses were also able to consider the given factor, through a consideration of the prior invasions through Poland, and the need to therefore create a buffer zone. Many such answers also considered the Cold War context, which also made Stalin keen to have protection from the West. Some responses would have been improved by focusing solely on Stalin's motives, rather than over-emphasising the role of the US, or explaining events after Stalin's death, for example the treatment of Solidarity in the 1980s.

## Question 8

There were too few responses to this question for meaningful comments to be made.

*Section B: Depth Studies*

## Question 9

**(a)** Some good responses to this question were seen, with candidates able to identify at least two things that happened as a result of Germany invading Belgium in August 1914. The most common response was that Belgian resistance was strong, and that this slowed down the Schlieffen Plan.

Other responses were able to identify that Britain entered the war as a result of the invasion. Few candidates were able to provide details of the battles that took place, and weaker responses described events that happened after August 1914.

**(b)** There were mixed responses to this question, with some candidates able to provide an explanation of why the race to the sea was important, but others providing descriptions. Stronger responses were able to recognise and explain that it caused the emergence of trench warfare, or that it turned a mobile war into a war of attrition. Weaker responses either described the start of the war generally, without focussing on the 'race to the sea', or confused it with the war at sea. Very few errors were seen, but understanding of the question was sometimes limited.

**(c)** Some candidates were able to provide explanations on at least one side of the argument, with many attempting to argue that The Battle of Mons was the most important battle on the Western Front in 1914. Such responses often argued the importance of the Battle of the Mons since the fighting by the BEF held up the German army and slowed them down. Stronger candidates then attempted to provide a balanced argument by arguing the importance of other battles in 1914. This was not always successful. Responses showed awareness of the Battle of the Marne but were often unable to explain why it was important, and very few responses referenced the First Battle of Ypres. Weaker responses explained the importance of events outside of the time period of 1914, for example the Battle of the Somme.

**Question 10**

There were too few responses to this question for meaningful comments to be made.

**Question 11**

**(a)** Most candidates were able to achieve reasonable marks on this question, with responses displaying very good knowledge of what the SA were. Many candidates stated that they were a paramilitary force of the early Nazi Party, and that their role was to defend Nazi meetings and disrupt the meetings of their opponents. Other common statements were that they were called the Brownshirts, and that they were led by Rohm. Some weaker responses confused the SA with the SS or the Gestapo

**(b)** Some good responses to this question were seen, with many candidates able to provide one explanation of why the Munich Putsch took place. A smaller number were able to provide two separate explanations. Stronger answers were able to show that it was an attempt by Hitler to overthrow the Weimar government and were able to support this either through exploring reasons for Hitler's hatred of the government, or through the historical context of the problems facing the government in 1923. Such explanations were often well focused and supported by examples such as Hitler's criticisms of the November Criminals, or how hyper-inflation led Hitler to believe his Putsch would be supported. Many responses were unable to provide a second valid reason, instead considering the effects of the Putsch, which was not the focus of the question.

**(c)** Some good responses to this question were seen, with candidates able to analyse both the role of Goebbels in increasing the popularity of the Nazi Party before 1933 and explain at least one other cause of the increasing popularity. A common approach was to consider Goebbel's extensive propaganda techniques, such as the use of posters, to target particular groups who were suffering during the Great Depression, in order to gain their votes. In order to provide a balanced argument, responses then often considered the role of Hitler himself, or the role of the Great Depression in creating the perfect conditions for the rise of the Nazis. The strongest responses were able to link the conditions created by the Great Depression to the ability of the Nazis to exploit this dissatisfaction through the use of Goebbel's propaganda techniques. Less successful responses often included lengthy descriptions of Goebbel's use of propaganda, but either did not consider the impact that the propaganda had or confused it with propaganda after the Nazis came to power, with much detail provided about cheap radios, and speakers in the street.

**Question 12**

**(a)** **Question 12** was the most answered Depth Study choice, with most candidates able to give some ways in which Kristallnacht impacted on the Jews. Responses usually considered the physical destruction caused such as the damage to businesses and synagogues, and also the human impact through the killing or arrest of Jews or the sending of thousands to concentration camps.

Some were also able to recognise that this event led to many becoming so fearful that they left Germany. Few errors were seen. Weaker answers provided very generalised comments such as that Jews were killed, rather than showing specific knowledge of Kristallnacht.

**(b)** This question was generally answered well, with most candidates able to at least identify reasons why the Nazis wanted the support of young people. The most common approaches seen were either based around the susceptibility of young people to indoctrination, or the importance of the future role within the Nazi state that young people were to hold. Stronger responses were able to explain both of these, supported by specific knowledge such as the need for a large army, leading to boys being given military training through the Hitler Youth, and girls being prepared for a future as mothers and housewives. Other responses were able to describe the experiences of young people, for example describing the changes to education, or the nature of the youth groups, but would have benefited from being able to link this to why these changes were made.

**(c)** Some very good answers to this question were seen, with candidates able to consider both the role of terror and propaganda in controlling the German people. Other responses were very descriptive, rather than analytical. Candidates were secure in their understanding of the nature of the Nazi police state, with many focussing on the role of the SS and the Gestapo. Strong responses were able to explain that the fear created, for example through the use of informers and the concentration camp system, meant that people were reluctant to speak out or resist. Fewer candidates were able to produce good explanations of the role of propaganda in controlling the German people, but some answers were seen that contained explanations of the extensive nature of the propaganda achieving control, even in the Germans' own homes, through the use of the radio. Weaker responses were descriptive, or considered other factors not stated in the question which therefore lacked relevance.

**Questions 13 and 14**

There were too few responses to these questions for meaningful comments to be made.

**Question 15**

**(a)** This question was answered very well, with many candidates confident in their knowledge and understanding of how the motor car industry developed in the 1920s. Stronger responses were able to describe the changes in the production of cars, for example the introduction of the assembly line by Henry Ford and provided statistics to support statements about the increased speed of production. An alternative but equally valid approach was to show the effect that this growth had, with candidates referring to the number of cars owned, or the growth of the suburbs and road building. Many candidates provided descriptions of both aspects of the motor car development.

**(b)** Many very good responses were seen to this question, with most candidates able to provide at least one explanation of why hire purchase and mass-marketing helped to drive the economic boom. Stronger responses were able to examine the issues separately and were therefore able to provide two explanations. Such answers often explained that hire purchase enabled consumers to buy products whilst paying later, therefore increasing demand. The role of mass-marketing would then be explored, with explanations centred around how the new methods of advertising such as billboards and adverts in cinemas also increased demand, often for the new products available. Stronger answers were also able to provide examples of successful mass-marketing, such as Coca-Cola. Some confusion between mass-marketing and mass production was seen in weaker responses.

**(c)** Many candidates were able to explain at least one side of the argument as to whether traditional industries did not benefit from the boom. A common approach was to argue that they did not benefit since products such as coal and cotton were replaced with alternative products such as electricity and rayon. Candidates were also confident in explaining problems facing the farming industry, such as the reasons and effects of over-production. Stronger responses were able to go further and explain the other side of the argument, often with detailed explanations of the role of the car industry in boosting traditional industries, for example steel production, construction and the leather industry. Weaker responses, whilst having some relevant knowledge, would have been improved by considering the word 'traditional' in the question. Missing this aspect meant that they produced more generalised responses about the boom.

**Questions 16, 17, 18, 19, 20, 21 and 22**

There were too few responses to these questions for meaningful comments to be made.

# HISTORY

## Key messages

- Candidates need to read the questions very carefully to ensure that their responses are relevant. They should note the particular focus of any given question, and structure their answer accordingly.
- Dates given in a question should be noted so that only relevant material is included in responses.
- Candidates need to be aware of the specific demands of each type of question. **Part (a)** questions require recall and description. **Part (b)** questions require recall and explanation, and **part (c)** questions require recall, explanation, and analysis.

In **part (c)** questions the most effective responses argue both for and against the focus of the question and also reach a valid judgement. A valid judgement will go beyond restating what has already been written in the response by addressing 'how far', 'how important', 'how successful' or 'to what extent', depending on the question set.

## General comments

A significant majority of answers reflected sound understanding and good knowledge, supported by a wealth of factual detail. Candidates expressed themselves clearly and provided a great deal of information and they were able to put this to good use in the **part (a)** questions, which reward recall and description. Many candidates structured their answers to these questions appropriately, in the form of a short paragraph.

The best answers to **part (b) and (c)** questions applied knowledge precisely to what the question was asking, rather than writing lengthy introductions which 'set the scene' or which included information which lacked relevance. Credit was given for the identification of relevant 'why' factors, but the best responses were those in which candidates went further and developed each factor fully, thereby meeting the exact demands of the question.

A significant number of responses to **part (c)** questions not only tried to argue both sides of the question (both agreeing and disagreeing with the given interpretation), but also attempted to arrive at a judgement in the conclusion. However, some conclusions were limited to assertions on 'how far', rather than explaining which side of the argument was stronger than the other.

## Comments on specific questions.

*Section A: Core Content*

**Questions 1, 2, 3 and 4**

There were too few responses to these questions for any meaningful comments to be made.

**Question 5**

This was a popular question. Most responses focused on the Fourteen Points as proposals for peace, which included the formation of a League of Nations and the application of the principle of self-determination. Some candidates wrote that the Fourteen Points were based on avoiding the excessive punishment of Germany because it might lead to revenge.

**Part (b)** responses were answered well. Causal factors included 'Diktat', war guilt, reparations, military and territorial losses – explaining why Germans perceived these features to be 'too harsh'. Good answers tended

to identify two points, explained them, and added supporting evidence. For example, 'The Germans were outraged because the War Guilt Clause was included in the Treaty, which they thought was totally unfair. The Allies wanted to establish a legal basis for reparations: if you cause damage and it is entirely your fault, then you must pay compensation. The Germans felt this rubbed salt into their wounds and was vindictive. They were adamant that they were not totally responsible for starting the war. They argued that other countries, such as Russia and Britain, were also to blame. They thought they were being blamed because they were the losers.'

Most candidates provided good descriptions in **part (c)** of the losses imposed on Austria and Turkey by the Paris Peace Settlement. Better responses tackled the key idea of harshness, by referencing the scale and extent of the punishments and/or the severity of the post-war problems with which both states had to deal. The best answers were characterised by balanced explanations of the severity of the economic crisis in Austria following the breakup of the Austro-Hungarian Empire and Turkish resentment and anger at losses which provoked a nationalist revolt and renegotiation of the Treaty. Some of these answers went on to substantiate a judgement to the hypothesis given in the question, rather than just restating points already made in their answer.

### Question 6

It was rare to read a poor answer to **part (a)**. Credit was given for references to remilitarisation, the breaking of the terms of the treaty of Versailles, and the reactions of Britain and France. Many candidates also wrote about the anxiety of the German generals in case the French army mobilised.

Candidates knew about 'lebensraum' but did not always apply their knowledge to the question (**part (b)**). The best answers focused on why the policy was a threat to peace or why it increased international tension. For instance, candidates made explicit references to Poland and the USSR. Some explained that it made German invasion of neighbouring countries more likely. Hitler wanted to expand his territory and this policy was aimed at taking land from Poland and Russia. This would become 'living space' for Germans but Poland and Russia would not give up their territory without a fight, so the policy made war more likely.

In **part (c)**, candidates gained credit for comparing the relative responsibility of Britain and France for war in 1939 on the one hand, with alternative factors such as Hitler's aggressive foreign policy, on the other. Good answers explained why appeasement encouraged Hitler and then went on to analyse the impact of the occupation of Czechoslovakia and the guarantees given to Poland against the background of the Nazi Soviet Pact.

### Question 7

Candidates knew many detailed points about the decisions made at Potsdam about Germany. These included the division of Germany and Berlin between the Allied powers, changes in borders and denazification (including war crimes trials).

The best responses to **part (b)** kept precisely to the demands of the question, which focused on why Poland was a source of tension between the Allied powers in the stated year, 1945. Candidates identified several causal factors, such as the Soviets wanting a sympathetic government in Poland or a barrier between the West and the USSR. Many referred to Truman, who did not want to see Stalin spreading his influence across eastern Europe, and to the fact that there had been no free elections, as agreed. The best answers identified two points, explained them, and added supporting evidence. For example, 'At Yalta it was agreed that in Poland, a provisional government was to be established, comprising pro-Soviet Lublin Poles and exiled London Poles who had fled in 1939. It was agreed there would be free elections. By Potsdam, the Allies could still not agree over the future government, but the Soviet-controlled government at Lublin continued to run the country and free elections had not taken place. This caused tension between the Allies.'

The aim in **part (c)** was to write a balanced answer and explain how far Truman was responsible for the outbreak of the Cold War. There were many good answers which explained the impact of the Red Army's expansion into Eastern Europe and compared it with Truman's policies such as the Marshall Plan, the implementation of the Truman Doctrine and the development and use of the atom bomb. The best responses were able to substantiate a judgement to the hypothesis given in the question, rather than just restate points already made in the answer.

**Question 8**

Candidates struggled with their knowledge on this question. For **part (a)** valid references to Iraqi commandos infiltrating the Kuwaiti border, the bombing of Kuwait City, the Iraqis taking control of Kuwait in 12 hours and the replacement of the royal family (which had fled) with Saddam's cousin as Governor, were all valid responses from candidates.

**Part (b)** asked why Saddam's forces suffered heavy losses in the First Gulf War. Some answers included generalised comments about the strength of the coalition forces, the inexperience of Iraqi soldiers and how they were overwhelmed by air power. Good responses showed understanding of two specific causal factors, such as the impact of sanctions or that many of the Iraqi soldiers were conscripts. They were very young and had only basic military training. Being unprepared for a major battle against stronger forces, they were easily defeated. For example, in the ground war of 24 – 28 February, they were forced to retreat along a six-lane motorway which connected Kuwait City to Basra. This made them easy targets for the coalition forces which bombed the motorway and killed around 10,000 Iraqi troops.

The **part (c)** question enabled candidates to construct effective arguments about the relative causes of the First Gulf War. The question expected some detailed consideration of the economic problems of the Iraqi state following the Iran-Iraq war, falling oil prices and the recall of a Kuwaiti loan. The best explanations also looked at alternative causes such as Saddam's historic claim to Kuwait, his ambitions to be the leading Arab leader in the Gulf, his belief that the international community would not intervene and the need to strengthen his position inside Iraq by diverting attention away from domestic problems.

*Section B: Depth Studies*

**Question 9**

The best answers to **part (a)** described the Western Front as the main theatre of war where trench warfare took place between German forces and the French and British armies. It was rare to read specific references to battles such as the Somme or the length of the Front stretching from the North Sea coast to the Swiss border.

There were detailed narratives of the Battle of Verdun in **part (b)**, although the best answers met the key point of the question focussing precisely on why the battle failed to break the stalemate. These explanations might have included references to French determination to defend Verdun at all costs. For example, 'Even though the French were heavily outnumbered, they managed to prevent the Germans from taking the town. The town was heavily fortified and reinforced and was an important symbol of French pride. Although they suffered heavy casualties, the French fought bravely, and the German army failed to break the stalemate as they were unable to break through to Paris and finish the war.' The best answers added a second point, for example, explaining the impact on the Battle for Verdun of the British attack along the Somme front.

When answering **part (c)** candidates knew much about shell shock and many other aspects of life in the trenches, such as rats, trench foot, disease and so on. Good responses showed an appreciation of the key word 'worst' in trying to analyse the impact of these aspects, such as considering scale, time, place and significance. The best responses were able to explain both the proposition in the question and alternative features.

**Question 10**

There were too few responses to this question for any meaningful comments to be made.

**Question 11**

Answers to **part (a)** tended to be generalised and not always confined to the specified date of 1933. Good answers showed knowledge of activities undertaken by the Nazis to deal with the opposition in the year Hitler became Chancellor. Usually, these included references to the Enabling Act, and measures taken against trade unions, Communists, opposition parties and civil rights.

In **part (b)**, many candidates directly addressed the question, explaining Hindenburg's reputation as a respected First World War general and defender of the traditional old order which attracted the support of the centre party and Conservatives. A second argument explaining why so many Germans were suspicious of Hitler and the Nazis would have been another causal point was a feature of stronger responses.

**Part (c)** produced a number of unbalanced answers. There was often good knowledge of alternative factors such as the impact of propaganda, SA violence and Nazi promises to different parts of German society. Candidates seemed less secure when tackling the proposition in the question, that the reason for Nazi electoral success in the 1930s was because of the fear of communism. However, some candidates were able to argue that many people were afraid that the communists would become too powerful. Businessmen and industrialists were worried about the threat to capitalist enterprise and the impact this would have on the German economy and so they gave financial support to the Nazis to help them in their election campaigns. There were responses which explained both sides of the argument, and some which provided a clinching argument which went beyond restating points already made.

**Question 12**

Candidates in **part (a)** were able to describe the use of mass rallies by the Nazis. Answers included references to rallies as places where people went to listen to speeches, encouraging loyalty and support for the regime, reinforcing key Nazi messages, and giving an impression of strength and order.

Responses in **part (b)** were very often descriptive of the 'master race' theory but its importance was less well known. Good answers explained how it underpinned Hitler's beliefs about Germany and the Germans. Firstly, the theory argued that Germans were Aryan and therefore superior. They were supposed to be more intelligent, stronger and more determined than other races and these characteristics would ensure that they eventually came to dominate the world, which justified foreign policy aims such as 'lebensraum'. Secondly, it followed that other races who did not have these attributes were inferior and policies were made which prioritised Aryans and discriminated against other groups; here was the basis of anti-Semitism and racial legislation such as the Nuremberg Laws.

Some candidates found it difficult to apply relevant knowledge to both sides of the **part (c)** question, which called for a judgement about the effectiveness of Nazi control of Germany. Candidates wrote more confidently about the use of violence and propaganda to impose the police state. For example, 'Nazi control over Germany was effective because the Nazis were able to control access to information. Nothing was published in the newspapers or on the radio unless the Nazis had censored it. Hitler's speeches were played by loudspeaker everywhere and all people heard was the Nazis' message. Leisure activities, such as going to the cinema, were also dominated by Nazi propaganda. Because people did not hear any dissenting voices and only positive views about Nazi policy, it was hard to challenge what they were told.' On the other hand, counter arguments were less developed and relied on descriptions of the opposition. Better answers, however, explained that in some ways, the Nazis did not have full control over Germany, citing youth groups such as The Edelweiss Pirates which provoked some, if limited, opposition, which had to be dealt with. In addition, although many people were afraid to speak out against the Nazis, some people did publicly object to Nazi policy. For example, Bishop Galen criticised Nazi racial policy and spoke out against euthanasia. Because he was very popular, the Nazis were afraid to arrest him and for a time euthanasia policies were stopped.

**Questions 13 and 14**

There were too few responses to these questions for any meaningful comments to be made.

**Question 15**

In **part (a)**, candidates knew a great deal about the Red Scare. Better answers focused on fears of communism or bolshevism, brought by immigrants from Eastern Europe, associated with anarchist ideas and bomb blasts, arrests and deportations.

Responses to **part (b)** tended to be very descriptive of the Monkey Trial and could have been improved by focusing on the word 'controversial'. The best answers focused on either the objections of Fundamentalist Christians to the theory of evolution, or deeply held divisions in beliefs and ways of life between those living in towns and those living in rural areas.

For **part (c)** it was important to balance whether or not prohibition was introduced because of the influence of the First World War with other factors. Candidates wrote more confidently about claims that alcohol caused social problems such as poverty, crime, violence and ill health, referencing the work of the Anti-Saloon League and the Women's Temperance Union. On the other hand, explanations of the proposition in the question were less developed. Good answers argued that many American brewers were descended from German families. It was claimed that drinking alcohol was linked to German aggression, and it was

considered unpatriotic to drink. There was strong anti-German feeling after the war. There were also concerns about shortages in wartime and some thought, in the circumstances, it would be better to use the grain used for beer to make bread instead.

**Question 16**

This question was answered by a small number of candidates. Generally, coped well with each part. They displayed good knowledge of the alphabet agencies in **part (a)**, often providing at least two developed points.

In **part (b)**, many candidates wrote generally about all the opposition to the New Deal, rather than keeping to 'radicals', as defined by the question. The best answers explained the views of people who were represented by Huey Long and Father Coughlin.

Answers to **part (c)** were characterised by some good attempts to arrive at a balanced judgement about the success of the New Deal. On the one hand, arguments focused on the creation of jobs for people and unemployment falling by over 30 per cent between 1933 and 1939. The New Deal was credited with having introduced structural changes to the banking system through the Emergency Banking Act and this meant it saved more businesses from collapse. Agencies such as the TVA and WPA were important in providing work for many Americans and this spurred on the growth of the economy. On the other side of the analysis, it was recognised that there were still problems in the economy which the New Deal failed to fix. Some argued that it was only the Second World War which really rescued the economy and there was an increase in unemployment in the late 1930s. The New Deal also did little to address the problems facing many farmers, who were forced off the land in a bid to reduce overproduction. Some candidates were able to achieve a balanced response, with valid explanations on both sides.

**Questions 17, 18, 19, 20, 21 and 22**

There were too few responses to these questions for any meaningful comments to be made.

# HISTORY

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**Paper 0470/21**
**Paper 21**

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## Key messages

Answers to **Question 6** should be based on what the sources say, which should be used to test the hypothesis.

When comparing sources, it is important that candidates do this point by point, rather than by summarising each source in turn.

It is important to decide which questions require the sources to be evaluated.

When evaluating sources, it normally helps to consider the purpose of the author or artist. The provenance of sources can often be useful for this, but it needs to be used in conjunction with what the sources say.

For each question, candidates need to read the sources, think carefully about the question, and only start writing their answers when they know exactly what they want to say.

It is important that candidates consider all the parts of a cartoon when trying to interpret it.

When asked is a source is surprising, or if it can be trusted, it is important that candidates clearly state whether or not they think it is surprising or to be trusted.

## General comments

The overall quality of responses was variable.  A number of candidates struggled with **Question 6,** making no, or little, use of the sources in their answers to this question or not using the correct hypothesis. There were also a number of candidates who used the surface meaning of sources uncritically and did not recognise when it was necessary to carry out some evaluation. However, many good answers were seen, demonstrating skills such as interpretation, cross-referencing and evaluation, as well as the ability to use sources in their historical context.

## Comments on specific questions

*Option A: Nineteenth-century topic*

## Question 1

Many candidates found it straightforward to find valid agreements between the two sources, and there were many, for example Germany sent the Panther, Germany was given land, and there was tension between the British and French navies. Fewer candidates found disagreements. The most commonly used one was over whether the crisis came close to causing war. Disagreements require more explanation than agreements. It is necessary to state both sides of the disagreement, rather than just identify what the disagreement was about, for example 'Source A states that Britain knew what German intentions were, but Source B states that Britain did not know German intentions.' Some candidates paraphrased each source in turn and asserted that they agreed, when what was required was a point-by-point comparison of the two sources.

## Question 2

A reasonable number of candidates were able to explain the big message of Source C– the tension between Germany and France, while many were able to explain sub-messages such as large navies were bringing

war closer. In a number of less successful responses, candidates did not engage with the cartoon at all and wrote a narrative of the Moroccan Crisis, while others thought that Britain was represented in the cartoon and based their answers on that misunderstanding. Some candidates used the text at the bottom of the cartoon literally and claimed that both Germany and France genuinely wanted peace.

## Question 3

Most candidates were able to find key disagreements between Source D and Source E and use them to argue that Source E does make Source D surprising. Source D shows concerns about a possible German naval attack and worries about the lack of preparedness of British ships, while in Source E a British admiral boasts about the strength of the British navy and dismisses any possibility of war. However, whether or not Source E does make Source D surprising depends on whether either or both of these sources can be trusted. In stronger responses candidates realised this and attempted to evaluate. There are many possibilities for this, for example in Source G Tirpitz claims that Germany did not want to go to war, thus questioning the claims made by the British newspaper in Source D, or the candidates' contextual knowledge of Britain's programme of Dreadnought building would give them a reason for supporting Source E. Weaker answers either made assertions based on the provenance of the sources and without relating it to the content of the sources, or compared the sources perfectly adequately but made no attempt to address the issue of surprise.

## Question 4

One way of explaining why Heydebrand made this speech in November 1911 is to refer to the political context. The provenance of the source mentions the Franco-German agreement of that time, but a good number of candidates were able to add that the agreement was a disappointment to the Germans, thus explaining Heydebrand's tone. Another approach adopted by some candidates involved explaining Heydebrand's message. The better answers showed understanding of his threat of war aimed at Britain. Weaker answers paraphrased the source and lacked an understanding of what he wanted to say. This is a 'purpose' question and the best answers attempted to explain what Heydebrand was trying to achieve in this speech. In other words, what impact did he want to have on his audience? A small number of candidates suggested valid possible purposes, for example to persuade the German government to take a more aggressive position against Britain, or to persuade the Reichstag to oppose the Franco-German agreement or put pressure on the German government to act against Britain.

## Question 5

The better answers to this question attempted to evaluate Tirpitz's account. This was best done by considering Tirpitz's possible purpose, for example to distance himself from German actions and to try and protect his own reputation. This needed to be supported by reference to the contents of the source. Some candidates cross-referenced to other sources to check his claims. However, some candidates struggled to answer this question well because they just paraphrased the source and then asserted that its account of events in 1911 was accurate. To make this approach work, it is necessary to use clear and specific contextual knowledge to check what Source G says. Some candidates referred to the information in the provenance of the source but would have benefited from going on to use it in conjunction with what Tirpitz says.

## Question 6

A number of candidates struggled with this question. It is important that candidates test the hypothesis exactly as it is stated in the question. Some answers contained no use of the sources. The question asked candidates how far the sources support the hypothesis. This means that the question is about the sources and that answers must be based on them. When sources were used by candidates, they were sometimes not used properly. Candidates need to explain how a source supports or does not support the hypothesis, rather than, for example, assert that it does. The following example demonstrates the proper way to use the sources: 'Source D supports the idea that Europe was very close to war in 1911 because it claims that German destroyers planned a night torpedo attack on Portland and the German main fleet planned to attack the British fleet. This would have caused a European war. On the other hand, Tirpitz in Source G says that Germany, 'did not want to go to war' and backed down. This shows that it was determined to avoid war.'

The most straightforward, and effective, way of answering **Question 6** is to explain the sources that support the hypothesis, one by one, and then to do the same with the sources that do not support it. It is important that for each source use candidates make clear which source they are using and on which side of the argument the source lies. Often a well-chosen quotation from the relevant source will be enough to make the

point, but sometimes there needs to be a brief explanation of how the source supports or does not support the hypothesis.

### Option B: Twentieth-century topic

### Question 1

This question was generally answered very well. Most candidates attempted a point-by-point comparison. They found agreements easier to find than disagreements. The most common agreements to be found in answers included: the Soviets were worried by Nagy, Khrushchev did not want to appear as weak and the Soviets sent tanks into Hungary on 4 November. Disagreements included: Source A claims that the Soviet decision was made over a number of days, while Source B says that the Soviets changed their minds suddenly, and Source A says that the use of force was inevitable, while Source B says it was a surprise. When writing about an agreement, it is sufficient to say, for example, 'Both sources say that the Soviets were worried by Nagy's actions.' Disagreements require rather more explanation, for example, 'In Source A the Soviets were worried that demands for independence would spread to Eastern Europe, but Source B says that the Soviets were mainly worried about counter-revolutionaries. It is not sufficient to simply identify what the sources disagree about. A small number of candidates summarised each source in turn and did not focus on particular points while others just wrote about the events. It is important that candidates read both sources carefully and identify the main points of agreement and disagreement before starting to write their answers.

### Question 2

When answering a 'message' question about a cartoon it is important that candidates use all the details in the cartoon to help form and reach their interpretation. They must go beyond the details of the cartoon and explain what overall point the cartoonist was trying to make. The cartoon (Source C) has two parts – Khrushchev dealing with Hungary, and the UN dealing with the crisis over Suez. Reaching the big message of the cartoonist involves putting these two parts together to explain that the UN is punishing those countries involved in Suez, while ignoring Soviet actions in Hungary. Candidates needed to go further and explain the cartoonist's point of view – criticising the UN. Most candidates were able to explain a valid sub-message of the cartoon, for example the UN is punishing Israel, Britain and France, and Hungary is suffering from Soviet violence. Fewer explained the big message, and only a small number demonstrated an understanding of the point of view of the cartoonist. A number of responses were limited to descriptions of the cartoon, for example a man is holding Hungary down or/and Israel, Britain and France had to write lines.

### Question 3

Most candidates were able to find disagreements between Sources D and E and use them to explain how Source E makes Source D surprising, for example in Source D Khrushchev's main concern was helping the Hungarian working class, while in Source E it was to prevent the USSR from looking weak. An good number of candidates explained that in Source D Khrushchev was claiming that he wanted to help the Hungarians, while in Source E he was acting for the good of the Soviet Union. This led some of them to use both the content and the provenance of the sources to produce some evaluation, for example in Source D he was writing in his memoirs and wanted to create a good impression of himself for posterity, in Source E he was speaking to the leaders of the Soviet Union and wanted to impress them with his concern for the USSR. Both of these points cast some doubt over whether Khrushchev can be trusted in one of both of the sources. It is important that, having carried out this evaluation, candidates use it to answer the question – does Source E make Source D surprising? Weaker answers either used the provenance of the sources but neglected to use their content, or analysed or evaluated the sources but did not state whether they thought that Source E made Source D surprising.

### Question 4

Most candidates understood Source G and explained that it was pro-Hungarian and critical of the Soviets. However, Source F proved to be more challenging for some candidates, with many thinking that the figures under the coat were Soviet soldiers or agents. A small number of candidates realised that Source F is pro-Soviet and critical of the Hungarians and argued that they were not genuinely interested in 'democracy, freedom and independence'. A reasonable number of candidates were able to compare sub-messages of the two sources, for example the Soviets are in control in both, but few compared the big messages, because of the difficulties they had with Source F.

**Question 5**

The key to producing a good answer to this question was to realise that it required Source H to be evaluated. Kovacs had very good reasons for expressing anti-Soviet and pro-revolution ideas in the interview. The US newspaper also had clear motives for reporting the interview in the way it did. Good answers were based on candidates asking themselves, what was their purpose and does this affect the usefulness of the source? Many candidates, however, took an uncritical approach towards the source and used its contents to simply demonstrate how it was useful. Some of these answers used any information in Source H, but the better ones focused on the key point that Kovacs was making about the revolution – that it was not a counter-revolution. The weaker answers just made assertions based on claims that, for example, Kovacs was anti-communist or that the newspaper was American and therefore could not be trusted. If candidates are going to use the provenance of the source to evaluate, they need to do so in conjunction with what the source says. This will take them to a possible motive or purpose.

**Question 6**

A number of candidates found this question challenging. Some did not read the question closely enough and only used the first part of the hypothesis. This meant that they were testing whether or not the Soviets used military force in Hungary, whereas the full hypothesis was that the reason why the Soviets used military force was to put down counter-revolution. Some answers contained no use of the sources. The question asks candidates how far the sources support the hypothesis. This means that the question is about the sources and that answers must be based on them. When sources were used by candidates, they were sometimes not used properly. The candidates needed to explain how a source supports or does not support the hypothesis, rather than just asserting that, for example, it does support it. The following example demonstrates the proper way to use the sources: 'Source B supports the idea that the reason the Soviets used military force was to put down counter-revolution because it says that the Soviets decided to end the revolution violently because, 'Hungary could fall to counter-revolutionaries'. Source E, on the other hand, does not support it because it says that the Soviets used military force because they would have given the Americans a great boost if they had withdrawn their troops.'

The most straightforward, and effective, way of answering **Question 6** is to first explain the sources that support the hypothesis, one by one, and then do the same with the sources that do not support it. It is important that for each source use candidates make clear which source they are using and on which side of the argument the source lies. Often a well-chosen quotation from the relevant source will be enough to make the point, but sometimes there needs to be a brief explanation of how the source supports/does not support the hypothesis.

# HISTORY

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Paper 0470/22
Paper 22
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## Key messages

Before answering any of the questions, candidates carefully read through all of the sources, making sure they familiarise themselves with what they say and show, and how they relate to the overarching question posed at the start of the paper. Although each question instructs candidates to look at and use particular sources, there is nothing to prevent them using any source on any question if they think it relevant, particularly in using cross-reference from one source to another to test reliability. So being aware, before starting writing, of the claims made in all the sources, is important.

Candidates must answer all the questions on their chosen option. This means that they need to plan how you use the time available. They should keep sufficient time available to answer **Question 6** fully, as it carries the most marks.

Candidates' answers should directly address the question being asked. If a question asks how surprised they are by what a source says, they must clearly state whether or not they are surprised, and then explain why. If a question asks why a source was published at a given time, candidates need to give a clear reason for publication, and then explain how the source leads them to this conclusion. A good technique to use is to reflect the question in the first sentence of the answer: *'Yes, the source is useful because', 'The source was published because'* and so on. This should help in producing a direct and focused response and in avoiding simply repeating what the source says.

## General comments

Answers were strongest on questions that were based on the comprehension and interpretation of material in the sources and were weaker where evaluation of the sources was required. When the reliability of a source was an issue, the technique used most often to test this was cross-reference to another source. Whilst this is a reasonable approach, the nature of the source to which cross-reference is made must be kept in mind. If it is itself unreliable, then reference to it canny prove anything. A more effective approach to evaluation is to analyse, using contextual knowledge, the possible purposes that the author of a source might have had in saying what s/he did. This was less often seen in candidates' answers.

The overall quality of responses was at a good level. Most scripts were complete, contextual knowledge was sound, and there was little evidence of misunderstanding of sources.

## Comments on specific questions

*Option A: Nineteenth-century topic*

### Question 1

**Question 1** asked candidates to compare two sources to determine how far they agreed. Most were able to find at least one agreement and one disagreement. For example, the sources agreed that Germany wanted to avoid a war on two fronts, and that Germany planned to defeat France first. They disagreed in that Source A said mobilisation meant war, whilst Source B said this was not true. There were several more valid comparisons available.

**Question 2**

The answer most often seen was that the source was useful in that it showed that the reason why Britain went to war was to protect Belgium. Based on what the source showed, this was a reasonable response, but was uncritical. Better answers were more sceptical. Other sources on the paper questioned whether or not Belgium was the real issue which took Britain to war, and some candidates used cross-reference to these sources to doubt the utility of Source C. The best answers looked at the nature of the source, and used the fact that it was a recruitment poster, using an emotive issue to persuade men to join up, to doubt its reliability and therefore question its utility.

**Question 3**

There were clear contradictions between Sources D and E – over whether Britain had obligations to support France, and whether it would protect Belgium's neutrality – and for some candidates this meant that Grey had to be lying. Few turned the logic on its head and concluded that Bethmann was the one not telling the truth. Better answers noted the contradictions but explained them in relation to the author's purposes. Grey was speaking in Parliament on the eve of war, justifying his policy of supporting France against Germany. Similarly, Bethmann was justifying why Germany went to war, and was seeking to shift the blame onto Britain. Awareness of these issues was then used to inform the conclusion on who was lying.

**Question 4**

Less successful answers could identify what it was about Source F that they found surprising (or not), but could not provide any plausible reasoning to explain why. Most responses included the checking of claims made in the source against contextual knowledge or what other sources said. For example, Grey says that Britain would not give any promise of support to France at that time, but in Source D he gives such a promise, which, on the face of it, is surprising. On the other hand, he also says that preserving Belgium's neutrality might be an important factor, which is confirmed in Source D, where he admits that Britain has treaty obligations to Belgium. So, Source F could be seen as both surprising and not surprising, dependent on what aspect of it was being checked. It was possible to answer on the basis of Grey's possible purposes, particularly in not revealing too much to Bertie for fear that it would be passed on to the French, but few took such possibilities into account.

**Question 5**

Before a reason for publication could be inferred, the postcard had to be properly interpreted. Most candidates could do this, but some did not recognise the Kaiser, which generally meant invalid reasons were given. Reasons could be categorised as messages, context or purpose. Answers based on message would say, for example, that it was published to tell people that the Kaiser wanted to grab the whole of Europe. This prompted the question of why a British artist would want to show this; that is, what purpose would the artist have? Some suggested that this might be to stir up anti-German feeling. But then, why do this at that particular time? Using the context would lead to the conclusion that the context of the coming of war in 1914 would help to explain both the message and the purpose. A small number of answers, whilst fully understanding the cartoon, neglected to give an explicit reason for publication.

**Question 6**

A small number of candidates struggled to use the sources properly. This happened in two ways: first, candidates wrote an answer on the given hypothesis ('Britain went to war to keep its commitment to Belgium') and did not use the sources at all, or second, they mentioned the sources but without using them as evidence to test the hypothesis. Almost all candidates recognise that they must find evidence in the sources both to confirm and to question the hypothesis, but this still leaves open the issue of using the source appropriately. In short, the answer must show how the source offers evidence. With some sources this may be almost self-evident: for example, Source C says 'Remember Belgium' - the reason for going to war seems clear.  However, Source G would take a little more explaining. It shows the Kaiser wanting to grab Europe, so suggests that the reason Britain went to war was to stop this happening. The reason needs to be inferred; it is not explicit. The best answers made sure that what they wrote about each source was clearly related back to the hypothesis, and to whether it offered support for it or not.

*Option B: Twentieth-century topic*

**Question 1**

**Question 1** asked candidates to compare two sources to determine how far they agreed. Most were able to find at least one agreement and one disagreement. There were, in fact, many points of agreement and disagreement, but some required careful matching. For example, it was often claimed that the sources agreed that East German workers were mistreated in the West. But it was not the sources that thought this, but Ulbricht. Similarly, a disagreement was detected in who was stealing East Germany's wealth, in Source A, the Soviet Union and in Source B, West Germany. But again, it was not the sources that thought this, it was Ulbricht. The sources offered quite dense detail on who wanted the Wall and when, so agreements and disagreements on this had to be carefully constructed.

**Question 2**

Before a reason for publication could be inferred, the cartoon had to be properly interpreted. Most candidates could do this, but a small number thought it was showing life in the West to be better than in the East, which meany invalid reasons being given. Reasons could be categorised as messages, context or purpose. Answers based on message would say, for example, that it was published to tell people that they would be better off if they stayed in the East. This prompted the question of why an East German artist would want to show this; that is, what purpose would the artist have? Some suggested that this might be to make sure that East German workers stayed in East Berlin. But then, why do this at that particular time? Using the context would lead to the conclusion that the context of the loss of skilled labour from the East to the West, and the imminent construction of the Berlin Wall, would help to explain both the message and the purpose. A small number of answers, whilst fully understanding the cartoon, would have benefited from giving an explicit reason for publication.
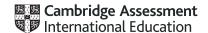
**Question 3**

When asked to compare two cartoons, candidates need to be able to interpret them. In this case, Source D was used more effectively than Source E, but there were valid comparisons of message that were nonetheless possible, even if the irony of Source E was missed. The weakest answers compared on the basis of source detail, rather than on interpretation of the sources, for example claiming that the sources were different because in Source D the Wall was made of stone blocks, whereas in Source E it was made of wire. There were, though, plenty of messages that could be compared: both showed East Berliners wanted to escape, both showed violence would be used to keep them in East Berlin, both showed the Wall was keeping East and West Berliners apart, and so on. The best answers went beyond messages and looked instead at the cartoonists' opinions, understanding that both were criticising the construction of the Wall.

**Question 4**

Because of the clear contradictions between Sources F and G, most candidates were able to claim that Source G was surprising as it disagreed with Source F. Exploring the idea that the differences did not necessarily mean that either source was surprising was the key to providing a better answer. At its simplest, the difference could be explained by the passage of time, but if this explanation was informed by contextual knowledge of what had actually changed between 1953 and 1961 (or even 1971, when Khrushchev's memoirs were published), then the answer became much more convincing. The best answers analysed Khrushchev's possible purposes in representing events in the way he did. Being complicit in the decision to erect the Wall, he had a clear motive to try and justify it and present the Wall in a positive way, so Source G was therefore unsurprising.

**Question 5**

Questions asking about the utility of a source as evidence will almost always involve the issue of whether or not the source can be believed. Most candidates were aware of this issue, but more could have explored it sufficiently. Most were happy to accept the information contained within a source, but added a caveat to this, warning of the possibility of bias. So, with Source H, almost all answers accepted that what it had to say about the Wall – that it split East from West, that it had watchtowers, that refugees were risking everything to cross it, and so on – was useful information. Many also noted that the source was produced by the British government, which for obvious reasons would be hostile to East Germany/the USSR, so would therefore be biased, and not useful. These answers could have been improved by more development and explanation.

They would be improved, as some candidates did, by demonstrating and explaining the bias. This could be done through the language in the source, and through the purposes of the British in representing the Wall in this manner. However, concluding that this all means that the source is not useful is still to miss something - that the source is actually useful as evidence of how the West sought to use the Wall for propaganda purposes.

**Question 6**

A small number of answers struggled to use the sources properly. This happened in two ways: first, candidates wrote an answer on the given hypothesis ('The Berlin Wall was built to protect East Germans') and did not use the sources at all, or second, they mentioned the sources but without using them as evidence to test the hypothesis. Almost all candidates recognise that they must find evidence in the sources both to confirm and to question the hypothesis, but this still leaves open the issue of using the source appropriately. In short, the answer must show how the source offers evidence. This means selecting relevant material from the sources. In Source A, for example, it mentions that Ulbricht believed East German citizens were being mistreated in the West. It would therefore be a reasonable inference that he wanted a Wall to protect them from this. Another part of the same source might give contrasting evidence – that the Wall was not built to protect but for some other reason. Thus, Source A also says Ulbricht was desperate to stem the loss of skilled workers to the West. This process of selection of material is central to the construction of a successful answer. The best answers made sure that what they wrote about each source was clearly related back to the hypothesis, and to whether it offered support for it or not. A frequent weakness in answers is gradually to lose focus on the hypothesis, sometimes to the extent of substituting another hypothesis. In this question, quite a number of answers started on track, looking at the issue of protection, but gradually slipped into a consideration of whether or not the Wall was a benefit to East Germany.

# HISTORY

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Paper 0470/23
Paper 23
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## Key messages

- Candidates should read through the background information and all the sources before attempting to answer the questions. This will give them an understanding of the main focus of the paper and of a range of perspectives. This understanding should then inform all their answers and help them to identify opportunities for cross-referencing.
- It is crucial that candidates respond to the specific question being asked. The most helpful strategy is for candidates to directly address the question in the very first sentence of their answer, for example, 'Source D does/does not prove that the claims made in Source C are wrong because' or 'Source G is useful/not useful because'.
- Avoiding descriptions of visual images and paraphrasing written sources is important. There is no need for candidates to write summaries of the sources before engaging with the question. It is their interpretation of the sources that is important.
- Using the time allowance well is important. The last question carries the most marks, so enough time must be kept in hand to answer it properly. Some scripts had very lengthy answers to **Question 1** but more rushed, short responses to **Question 6**.
- On **Question 6**, candidates must ensure that the sources are used as the basis of the answer. They should not write a general commentary using their own knowledge in response to the question asked. Candidates should engage with the content of the sources and make it clear whether they are using a source to agree or disagree with the given statement. They must explain *how* the source supports or challenges the hypothesis in the question. Candidates should also ensure they make it clear which source is under consideration by referring to it by its letter and by explicit reference to its content. This could be, for example, in the form of a quote or by relaying what can be seen in an image. It is crucial that candidates use the sources to both support *and* challenge the given hypothesis. In the best answers, both sides of the argument are addressed.
- If quotations from the sources are used, and this can be particularly useful when answering **Question 6**, candidates should not use an abbreviated form of quotation that misses out some of the words and replaces them with ellipsis points. The words that are used must make sense and support the point the candidate wants to make, so giving the quotation in full is crucial.

## General comments

There were too few responses on the nineteenth-century option for meaningful comments to be made. Most candidates completed all six questions. There were very few instances of rubric errors where candidates attempted both the nineteenth and twentieth century options. Candidates were able to effectively use the information provided by the sources, and whilst this was usually understood in context, it was only rarely evaluated. Sources were taken at face value in some responses, rather than being regarded as the product of the people who created them, with all the opinions, purposes, inclusions and omissions this inevitably involves. The level of contextual knowledge demonstrated in candidates' answers was sound. Some questions invite the use of knowledge more than others, particularly those where checking the accuracy of a source is involved, and when appropriate many candidates were able to select relevant recalled information to use in their answers.

## Comments on specific questions

### Option A: Nineteenth-century topic

There were too few responses for any meaningful comments to be made.

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*Option B: Twentieth-century topic*

**Question 1**

This question required candidates to compare the impressions of the Berlin Wall presented by two different cartoons. The best answers looked for a major point that both cartoonists were saying something about to use as the basis of their comparison. In this case, the cartoonists disagree about whether the Wall was a positive or negative thing. The cartoonist of Source A believes the Wall was a good development, whereas the cartoonist of Source B clearly thinks the Wall was a bad thing and is critical of its existence. While few responses recognised this overall comparison of the cartoonists' point of views, good responses were provided by the many candidates who were able to compare impressions, for example, the cartoons present different impressions of the Wall because it is preventing unsavoury Westerners from entering East Berlin in Source A, while in Source B, the Wall is preventing those from the East entering the West. In other words, in Source A, the Wall is keeping people out of East Berlin, whereas in Source B, it is keeping people in East Berlin. At a lower level, candidates were rewarded for recognising that there is some agreement about the Wall between the two sources, for instance, in both the Wall is portrayed as strong or impenetrable. However, some answers struggled because, although they interpreted the sources, and in some cases wrote lengthy descriptions of Source A and then Source B, they did not make any direct or valid comparison.
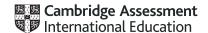
**Question 2**

On **Question 2**, candidates were asked to consider two written sources and conclude whether what the Soviet government says to the US government in Source D proves the claims made by the US government in Source C wrong. A large majority of candidates could identify points of agreement or disagreement between the two sources and use this to support a conclusion about whether Source D proves Source C wrong or not. For example, both sources agree that people were leaving the East for the West, and that East Germany took action as a result of people leaving for the West. Both sources disagree about the root of the problems in Berlin: in Source C, East Germany is responsible as they wanted to stop people moving freely, whereas in Source D, the West has caused problems by sending spies to the East and taking valuable resources to the West. What was crucial was that the conclusion was consistent with the agreement or disagreement. If an answer was based on agreements, then D was not proving C wrong. If the answer was based on disagreements, then D was proving C wrong. Some candidates muddled this up. In the strongest responses to this question, candidates evaluated one, or both, sources. While some responses recognised that the provenance of the sources and/or purpose of the authors were relevant, such ideas were generally undeveloped. Contextual knowledge could have been used by more candidates to effectively question the validity of the sources. More candidates could have attempted to evaluate the sources.

**Question 3**

**Question 3** produced a wide range of responses. This question asked whether or not Source E is surprising. The crucial thing in a question of this nature is for candidates to make it clear whether or not they are surprised, and by what –this will give their explanations a proper focus. Few candidates neglected to address the issue of surprise in their answers and a large majority could identify something within the source that surprised or did not surprise them. What was then needed was an explanation of their reasons for this. Candidates should avoid expressing surprise to an extent or to a lesser or greater extent because it can become very unclear as to whether or not they are surprised. Some candidates based their explanations solely on Source E and used undeveloped provenance to explain their surprise or lack of surprise, for example, they were surprised that the US appears to have divided opinions about the Berlin Wall. Candidates needed to consider the claims being made by the British journalist. Once candidates have made it clear what it is they were surprised or not surprised about, they needed to look to the other sources on the paper, or to relevant contextual knowledge, to support their arguments. The very best answers on this question used the context of the Cold War and provenance of the source to explain a lack of surprise that a British journalist was reporting on the Berlin Wall unfavourably.

**Question 4**

This question was answered fairly well, although there were some misinterpretations of the cartoon seen in a small number of responses. In **Question 4**, candidates were asked to explain the cartoonist's message. Many recognised this and were able to explain that the cartoon shows us that the Berlin Wall was built to keep East Germans in East Berlin, rather than keep West Berliners out. Those that fell short of this were able to explain valid sub-messages, such as the Wall was unpopular in the East, East German soldiers stopped people from the East trying to move West or many in the East wanted to move to the West. When candidates are asked about the message of a source, they should always try and consider the author's voice or opinion.

In this instance the best responses were from candidates that could explain that the cartoonist is critical of the existence of the Berlin Wall.

**Question 5**

This question, which focussed on the usefulness of Source G to a historian studying the Berlin Wall, produced many good, but few very strong answers. In some responses, candidates dismissed the source as not useful, simply because it is from the communist perspective and therefore biased.  Many candidates were able to explain how the source is clearly propaganda as it was created to win an election, but again dismissed it as not useful because of this. Some candidates used relevant contextual knowledge to challenge the claims made in Source G to support a conclusion about the source's lack of usefulness. There were also candidates who explained that the source is not useful because of its purpose. It is worth remembering that most sources can be useful in some way and that the bias of a source is often precisely what gives it its usefulness. The best answers demonstrated an understanding that the source is useful as it gives an insight into how the East Germans were trying to present the building of the Berlin Wall, that being that it was a positive development, built to secure peace and protect those living in the East from harmful elements in the West.

**Question 6**

There was a wide range of answers to this question. Some candidates achieved good responses by carefully explaining how some of the sources (B, C, E and F) can be seen as providing convincing evidence that the Berlin Wall was built to prevent East Germans escaping to West Berlin, while some (A, D, E and G) argue that the Berlin Wall was built for other reasons. The most successful answers examined the sources one by one and explained how the content of each supported or disagreed with the given hypothesis. In some less successful responses candidates neglected to make it clear whether the source under discussion supported or disagreed with the given statement. A helpful strategy is to begin an answer to **Question 6** by stating which sources support and which reject the given statement. Candidates can then continue by writing about the sources in order, or by addressing those that support the statement before moving on to deal with those that reject it. What is crucial is that clear explanations about *how* the content of a source provides evidence to either support or dispute the hypothesis are given. A clear example of this could be: 'Source A disagrees with the view that the Berlin Wall was built to prevent East Germans escaping to West Berlin, rather it argues that the Wall was built to prevent unsavoury westerners from getting into East Berlin. This is clearly shown in Source A by the cartoonist's depiction of a criminal, a Nazi and a spy trying unsuccessfully to enter East Belin. The Wall is shown as positive, as it is keeping these people out.' The grouping of the sources in responses is also important. It is advisable to always examine the sources one by one as any comment about a group must be valid for every source in the group.

# HISTORY

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> **Paper 0470/03**
> **Coursework**

## Key messages

In their coursework candidates should go further than describing or explaining significance.  They should be assessing historical significance. The title of the coursework assignment used is crucial. It should explicitly require candidates to assess significance.

Lengthy introductions or background descriptions that do not contribute to an assessment of significance are not required.

A range of criteria should be used to assess significance. Candidates should be considering the significance of a person, event, place or development from different perspectives, and explaining different reasons why it was significant.

Candidates should use argument and counter-argument to consider ways in which their subject was significant, and ways in which it was not.  Rather than explaining why other factors were significant, they should keep the focus on the factor named in the title.

## General comments

The standard of the work was variable. Some titles were more effective than others in allowing candidates to demonstrate their ability to assess significance. The best work focused on assessment, rather than description. It concentrated on the subject named in the title and explored ways in which it may, and may not, have been significant. These answers did not try to compare the subject named in the title with lots of other factors. Most of the marking was carried out with care and was supported by marginal comments.

## Comments on specific questions

The titles used by candidates are of crucial importance. They need to be about an individual, group, event, development or place either from one of the Depth Studies in the syllabus or from a Depth study designed by the centre. Titles need to direct candidates towards assessment of historical significance. Examples of the types of title that worked well are given below:

Assess the significance of Stresemann for Germany.

How significant was the New Deal for the USA?

'The NEP was significant for Russia.' How far do you agree with this statement?

Assess the significance of the tank in the First World War.

All of these examples above explicitly require candidates to assess significance. The following are examples of the types of title that worked less well in this regard:

How far did the Nazis make changes to German society?

Explain why Hitler carried out the Night of the Long Knives.

'The Depression was the most significant reason why Hitler was able to seize power in Germany. How far do you agree with this statement?

How far was the ending of Prohibition due to concerns about rising levels of lawlessness?

These titles do not work as well in allowing candidates to assess significance. The first is about change over time, rather than significance. The second title is about causation and will encourage candidates to consider a range of causes of the Night of the Long Knives. The third title is also about causation and candidates will compare the importance of the Depression as a cause of Hitler coming to power with the importance of other factors. It will not allow candidates to consider the historical significance of the Depression in its broadest form – which is what is required in this coursework. A title such as, 'Assess the significance of the Depression for Germany', would allow candidates to do this because it is not limited to one outcome. The same points apply to the final title on Prohibition.  It is recommended that centres use titles following the approach demonstrated in the four examples in the first list above.

The best answers focused on the subject named in the title and used a range of criteria to consider ways in which it might have been significant and ways in which it was possibly not significant. For example, they considered the political, economic and social significance of the New Deal, as well as examining its long-term and short-term significance. They also gave their work extra depth by considering whether it was more significant for some groups in the USA than for others.

It is important that candidates, when using criteria, should use argument and counter-argument. In other words, they should try to explain and support the case for their subject being significant and should also explain reasons why it might not be so significant. It is also important that candidates are aware they should try to *assess* significance, (this is why it is useful to have the word in the title), rather than simply describe or explain it. Such assessment should follow if the argument/counter argument approach is used.

The best answers were not causal explanations of one event – they did not try and explain how important their subject was in causing one particular event. Titles such as, 'How far was *X* the most important reason for *Y*?' encouraged candidates to write about, and compare, a range of causes. This is not what is required. More open titles allowed candidates to consider the significance of a person, event or development in the round, looking at different ways and different reasons for significance.

Another characteristic of the best answers was that they did not confuse significance with success or effectiveness. A successful policy may well be significant, but this is not always the case. It is also worth exploring how failure can also be significant. What matters is the impact of the subject named in the title and whether or not this impact mattered, for example to different groups, or in politics or society generally.

Most of the marking was completed with careful attention to the mark scheme. The mark scheme should be used with a 'best-fit' approach. Candidates should not be expected to match every statement in a level. If an answer displays performance at a range of levels the important question to ask is which level does the candidate's coursework, taken as a whole, match the best? Judgements about whether or not an answer has reached a certain level can only be made by considering the whole answer. This is why summative comments by the centre can be very useful. They should be used to identify and sum up the key qualities of the work and explain why a particular level has been finally awarded.

# HISTORY

## Key messages

Candidates are required to give an extended response to one question from a choice of two from their chosen Depth Study. Responses should be balanced answers that are well-structured, analytical and address the question of importance or significance.  An in-depth and wide range of knowledge is required to support arguments and reach conclusions.

## General comments

A range of Depth Studies was undertaken.  Depth Study B: Germany, 1918-45 was the most popular choice, followed by Depth Study D: The United States, 1919-41. A number of centres also attempted Depth Study A: The First World War, 1914-18, Depth Study C: Russia, 1905-41, Depth Study E: China c.1930-c.1990 and Depth Study F: South Africa, c.1940–c.1994. There were too few attempts at Depth Study G: Israelis and Palestinians since 1945 to make any meaningful comments.  Good responses had been well-planned and were able to use a wide range of material to give balanced responses with supported explanations. The very best answers also gave supported judgements and conclusions, and a small number few managed to provide a sustained line of argument throughout the response. There were very few rubric errors where candidates had attempted both questions from the Depth Study or multiple Depth Studies. Less successful answers contained much narrative or description or did not properly address the question that was set. These candidates wrote at length about the topic or Depth Study in general, instead of focussing on the parameters set by the question. Some candidates also strayed from the chronology set out in the question which sometimes led to large sections of the response lacking relevance. Candidates need to read the question carefully before answering and ensure that their response focuses on importance or significance.

## Comments on specific questions

**Depth Study A: The First World War, 1914-18**

**Question 1** was the more popular choice this session, with only a small number of candidates choosing **Question 2** for their response.

**Question 1** was generally well answered. Candidates had a good knowledge of the Battle of Mons and were able to describe or explain how this battle impacted the course of the war up to the end of 1914. Many candidates made reference to the entry of the BEF into the war and the important prevention of the outflanking of the French Fifth Army, as well as the casualties to the German forces. This was then balanced by examining other factors that impacted the course of the war such as Belgian resistance, Russian mobilisation, the Battle of the Marne, the race to the sea and the First Battle of Ypres. Many candidates also acknowledged the important roles played by new weapons and technology and the development of trench warfare in their responses. The strongest answers were able to provide accurate and detailed descriptions and explanations, often in a logical sequence, and began to assess the relative importance of each factor using examples to support their arguments. Weaker responses tended to provide more confused accounts, which struggled with the chronology and resulted in unsubstantiated assertions.

**Question 2** produced a small number of good responses which were able to give details of the significance of the Turkish defences in the Gallipoli Campaign and explain how these preparations and strategic advantages, particularly over the terrain, eventually led to the defeat of the Allies. This was then compared to other significant factors such as the poor planning and leadership provided by the Allies, environmental problems, including the weather and climate of the region, and the lack of experience of the Allied and ANZAC troops of fighting in the region. A few very good answers gave in-depth examples in their

descriptions and explanations and were able to reach valid and convincing judgements and conclusions. Less successful responses tended to lack detail and only provided a brief narrative of the campaign, often with a number of errors or inaccuracies.

**Depth Study B: Germany, 1918-45**

Both **Question 3** and **Question 4** proved popular choices among candidates.

**Question 3** was generally well answered. Candidates had a sound knowledge of the period of hyperinflation and the impact it had on Germany. Many responses focused on the socio-economic issues prevalent in Germany during the hyperinflation period, as well as some of the political repercussions, including the Munich Putsch. This factor was then compared to other relevant factors that led to unrest such as the Ruhr invasion, the financial, military and territorial terms of the Treaty of Versailles, and political violence caused by far right and far left groups such as the Spartacist Uprising in 1919 and the Kapp Putsch in 1920. Good answers were able to explain how each of these factors caused unrest in Germany and provided detailed contextual knowledge to support their arguments. Some of the best responses were able to explain the various links and connections between the different factors. Other responses would have been improved by a better grasp of the chronology, particularly relating to the causes of the hyperinflation, and by providing the greater depth and detail necessary for convincing arguments.

**Question 4** was also well answered, with a small number of very strong responses. The best answers had a good grasp of the different actions taken by the Nazis against the communists between 1933 and 1934. Many candidates gave detailed descriptions of the Reichstag Fire and the subsequent Reichstag Fire Decree passed by Hindenburg, which increased Hitler's powers to crush the communists in Germany. Some candidates also linked this to the March elections and the Enabling Act, where the Communist Party was formally banned. A few candidates also examined the use of paramilitary violence by the SS, SA and Gestapo to shut down the Communist Party by force. This was then compared against other factors that consolidated Hitler's position in Germany such as the Night of the Long Knives, the death of Hindenburg and the German army's oath of loyalty to Hitler. Many of these responses contained well-deployed and precise examples to support focused explanations and conclusions. Weaker responses often strayed outside of the parameters of the question and examined the period before Hitler's appointment as Chancellor in January 1933, instead focusing on the Nazi electoral success between 1930 and 1932. It is important to keep responses within the focus of the question, which in this case is Hitler's consolidation of power, rather than how the Nazis increased their electoral support.

**Depth Study C: Russia, 1905-41**

A number of centres attempted this Depth Study. Both questions were attempted, although **Question 5** was the more popular choice among candidates.

**Question 5** produced some responses in which candidates were able to give some relevant detail about the 1905 Revolution and explain how the strikes, riots and political upheaval increasingly led to the weakening of the Tsar's position. Many candidates began by examining the Bloody Sunday incident, which was often described in precise detail. However, most candidates struggled to give very much detail about the revolution itself, and a few candidates viewed the Bloody Sunday incident and the 1905 Revolution as the same event. Some stronger responses were able to provide adequate balance by examining other factors that weakened the Tsar, such as the limitations of the October Manifesto and the passing of the Fundamental Laws, the limits of Stolypin's reforms, as well as his repressive methods against opponents. Weaker responses tended to lack an in-depth knowledge of the period and some answers strayed beyond the cut-off date of 1914.

On **Question 6** most responses were able to give some examples and detail about the different methods of Stalinist propaganda in the Soviet Union and how it shaped the lives of Soviet citizens in the 1930s. Many candidates cited the use of the media and the rewriting of Soviet history and the development of the cult of personality around Stalin and, to a lesser extent, Lenin. Balance was provided by comparing propaganda against other significant factors such as the use of the gulag system, the purges and show trials, and the impact of the Five-Year Plans and collectivisation. Some answers strayed outside of the chronological parameters of the question and focused on Stalin's rise to power in the mid-1920s. A few of the stronger responses were able to reach convincing conclusions and provided well-supported explanations of each factor.

**Depth Study D: The United States, 1919-41**

This was the second most popular topic. **Question 7** was the more popular choice among candidates.

**Question 7** was generally well answered. Most candidates were able to give some explanation of why Henry Ford was important to the economic prosperity of the USA in the 1920s. Many cited the use of the assembly-line production methods in the Ford factories and how this led to a cheaper, more efficient method of mass production of the Model T. It was also common to see explanations of how the mass production of the motor car led to other industries benefiting, such as rubber, plate glass and steel, as well as road building, petroleum and the leisure and tourism industries. The best answers were able to explain how the increased consumerism led to increasing company profits and decreasing unemployment and better wages for many workers in these newer industries. This was then balanced against many other factors, for example Republican economic policies such as low taxation and protectionist tariffs, advertising, the availability of credit and the First World War. A small number of candidates were able to reach a judgement about which factor they thought was the most important, although a number of other responses would have benefited from more detailed contextual knowledge in order to reach much more convincing conclusions.

On **Question 8** a small number of candidates had a good knowledge and understanding of the Works Progress Administration (WPA) and were able to explain how significant it was in dealing with the issue of unemployment in the USA during the Depression. These answers gave detailed descriptions of the various job creation opportunities used by the WPA and cited statistics of the impact it had. This was then compared against other alphabet agencies such as the CCC and the CWA, which were also created to deal with unemployment in the First New Deal. Some conclusions were reached in these responses, with some pointing to the fact that it was ultimately the Second World War which more permanently dealt with the issue of unemployment. Less successful responses lacked knowledge of the WPA and its actions or confused this agency with other agencies, leading to some inaccurate or irrelevant material being cited in the responses.

**Depth Study E: China, c. 1930-c. 1990**

**Question 9** was generally well answered by candidates. Most responses had a good understanding of the different actions taken by the Nationalist government during the Second World War which led to the Communist victory in 1949. These answers commonly cited the misuse of foreign funds from the USA, the hoarding of weapons and the failure of the Nationalists to engage the Japanese invaders and, instead, the focus on removing the threat of the Communists. This was then balanced against a range of other factors that resulted in a Communist victory in 1949 such as Mao's leadership and ideology, the support of the peasant classes, the Long March and the settlement in Yenan. Some answers contained a good level of detail and selected precise examples to support explanations about which factor was the most important. A small number of the weaker responses tended to be narrative in style or purely descriptive, with little attempt to assess relative importance.
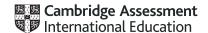
**Question 10**

There were too few responses for any meaningful comments to be made.

**Depth Study F: South Africa, c. 1940-c. 1994**

Both questions received a number of responses from candidates.

**Question 11** was generally well answered. A small number of very strong responses were able to provide a detailed contextual knowledge of the government legislation on land ownership, such as the Natives Land Act, and explain how it enforced segregation in South Africa before the period of apartheid. Explanations were often convincing and well supported by precise examples. This was then compared against other important factors that maintained segregation such as the Pass Laws, legislation on housing and voting rights. Substantiated conclusions and judgements were reached by a few candidates who explained the relative importance of each of the pieces of legislation before 1948. Weaker responses tended to lack this detailed contextual knowledge of the period before 1948, and a few confused this legislation with laws passed during the period of apartheid, after 1948.

**Question 12** produced some good answers which had a decent knowledge and understanding of Steve Biko and the South African Students' Organisation and the development of the Black Consciousness movement. This was then compared against the actions of other key individuals who challenged white minority rule in South Africa such as Mandela, Tambo and Buthelezi, as well as the actions of groups such as the ANC and PAC. Some candidates would have benefited from greater contextual knowledge of the challenges made against white minority rule, and only provided a brief narrative of the life of Steve Biko in their responses, resulting in a lack of balance. Other responses would have been improved by going beyond very generalised material and commentary relating to the period. These responses lacked the necessary depth to fully engage with the question.

**Depth Study G: Israelis and Palestinians since 1945**

There were too few responses for any meaningful comments to be made.

# HISTORY

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**Paper 0470/42**
**Alternative to Coursework**

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## Key messages

Candidates are required to give an extended response to one question from a choice of two from their chosen Depth Study. Responses should be balanced answers that are well-structured, analytical and address the question of importance or significance. An in-depth and wide range of knowledge is required to support arguments and reach conclusions.

## General comments

A range of Depth Studies was undertaken. Depth Study B: Germany, 1918-45 was the most popular choice, followed by Depth Study D: The United States, 1919-41. A number of candidates attempted Depth Study A: The First World War, 1914-18 and Depth Study C: Russia, 1905-41. There were too few attempts at Depth Study E (China), Depth Study F (South Africa) and Depth Study G (Israelis and Palestinians) to make any meaningful comments. Good responses had been well-planned and were able to use a wide range of material to give balanced responses with supported explanations. The very best answers also gave supported judgements and conclusions, and a small number few managed to provide a sustained line of argument throughout the response. There were very few rubric errors where candidates had attempted both questions from the Depth Study or multiple Depth Studies. Less successful answers contained much narrative or description or did not properly address the question that was set. These candidates wrote at length about the topic or Depth Study in general, instead of focussing on the parameters set by the question. Some candidates also strayed from the chronology set out in the question which sometimes led to large sections of the response lacking relevance. Candidates need to read the question carefully before answering and ensure that their response focuses on importance or significance.

## Comments on specific questions

### Depth Study A: The First World War, 1914-18

**Question 1** was the more popular choice, with very few choosing **Question 2** for their response.

**Question 1** was generally well answered. Candidates had a good knowledge of the changes made to the Schlieffen Plan by von Moltke and were able to cite various reasons why this led to the failure of the plan by the end of 1914, such as the decision to take a direct route to France through Belgium and the changes made to the proportion of German troops in the East. Candidates invariably discussed other factors such as Belgian resistance, BEF entry into the war and the development of trench warfare after the Battle of the Marne, and the race to the sea. The best answers were able to explain the links and connections between the various factors and provide good supporting evidence to back up their arguments and conclusions. Less successful responses lacked detail or a complete chronological understanding of the early part of the First World War, leading to confused and inaccurate assertions.

**Question 2** produced too few responses for any meaningful comments to be made.

### Depth Study B: Germany, 1918-45

Both Question and **Question 4** proved popular choices among candidates.

**Question 3** was generally well answered. Candidates had a sound knowledge and good understanding of the Freikorps in the Weimar Republic era up to 1923 and were able to provide sound descriptions and explanations of the different ways in which they threatened the stability of the Republic. Most candidates

opted to give a detailed assessment of the importance of the Kapp Putsch in 1920, along with an assessment of the nationalistic and anti-communist aims of the Freikorps in general. Some of the strongest answers also pointed to the fact that the Freikorps were used by the Weimar government to crush communist insurrections such as the Spartacist Uprising in January 1919 and so were not always a threat to the Weimar Republic and allowed the fledgling democracy to survive. Most responses also considered other threats to the Weimar Republic such as the terms of the Treaty of Versailles and its impact on the German economy, such as the Ruhr invasion and the period of hyperinflation, as well as other putsches such as the Munich Putsch in 1923. The best answers contained strong assessments of relative importance and were supported by precise and accurate evidence. Weaker responses sometimes confused concepts such as left-wing and right-wing and also confused the groups behind the different putsches in this period. A few answers went beyond 1923 and examined much of the foreign and economic policies of the Stresemann era, which was not relevant to this question.

**Question 4** was also generally well answered by candidates this session. Some of the strongest responses had a very good grip of the Nazis use of mass media to increase their control over Germany and its population after 1933. Most answers examined the role of Goebbels and his Ministry of Propaganda and assessed the significance of the radio, cinema and censorship of the newspapers. This was then compared against other methods of control such as the use of the SA and SS, the Gestapo, the development of the concentration camp system, the setting up of the DAF and the Hitler Youth amongst others. The best answers were very focused on assessing the extent in which each factor increased Nazi control. These answers were clearly and concisely explained, using strong supporting evidence. Less successful responses tended to stray from the question on control and examine other aspects of the Nazi regime, such as racial policy or Hitler's consolidation of power. Whilst there are overlaps in this material, it is important to be directly addressing the focus of the question.

### Depth Study C: Russia, 1905-41

A number of candidates attempted this Depth Study. Both questions produced responses, although **Question 5** was the more popular choice.

**Question 5** was sometimes well answered. Good responses had a sound knowledge and understanding of the chronology of this question - the period after the abdication of the Tsar and the Bolshevik seizure of power in November 1917. These candidates examined the ways in which the Petrograd Soviet weakened the Provisional Government such as the passing of Soviet Order Number One, increasing opposition to the Provisional Government's continuation of the war, the failure to deal with the peasant land issue and the increasing popularity of the Bolsheviks under Lenin in Petrograd and Moscow. This was then contrasted against other factors such as the socio-economic impact of the war, the July Days, the Kornilov Coup and the methods used by Lenin and the Bolshevik Party to oppose the Provisional Government. The best answers stayed within the confines of the dates set out in the question and gave detailed assessments of the relative importance of the various factors, often making valid and convincing links between them. Other responses would have benefitted from a greater depth of knowledge, especially on the actions of the Petrograd Soviet, with some confusing the Soviet with the Bolshevik Party. Other responses strayed outside of the chronology set out in the question and examined issues in the tsarist period of government.

**Question 6** saw some good answers which were able to consider the impact of collectivisation on life in the Soviet Union after 1928. Many of these responses assessed the impact on the different groups of peasants, particularly the kulak classes, and also considered the Soviet famine of 1930-33. These answers contained a good knowledge of the policy of collectivisation and even examined the impact over time. Balance was commonly provided by an assessment of the Five-Year Plans, the Soviet propaganda machine, and the creation of a cult of personality around Stalin and, to a lesser extent, Lenin. These candidates gave a range of material in their descriptions and explanations, and a small number reached valid and convincing conclusions. Weaker responses lacked an in-depth contextual knowledge of the period and relied on more generalised material in their answers, which often led to weak or unsupported assertions overall.

### Depth Study D: The United States, 1919-41

This was the second most popular topic. Both questions were popular among candidates.

**Question 7** was generally not answered well by candidates. Many responses neglected to address the question accurately. This question required candidates to assess the different causes of the Depression, rather than examine the consequences of the Depression for different groups in American society in the 1930s. A small number of good answers did consider the plight of agriculture in the 1920s and were able to cite the impact of tariffs, foreign competition and overproduction in their descriptions and explanations. This

was then balanced against other causes of the Depression, such as the Wall Street Crash, the weakening and increasingly saturated consumer economy, public debt and an inequality of income, amongst other factors. The best answers remained focused on the question and provided some valid and supported conclusions. Some of the less successful responses tended to provide material more relevant to the 1930s and instead explained how the Depression affected the USA. It is important to carefully read the question and work out what the focus is before planning and writing the answer.

**Question 8** responses demonstrated that candidates generally had a good knowledge and understanding of the New Deal reforms and which agencies and legislation were aimed at improving the lives of the working class in the USA in the 1930s. Good answers considered reforms enacted by both the First and Second New Deal and assessed the significance of the NRA, as well as the Wagner Act and Social Security Act. This was then balanced against other aspects of the New Deal such as reforms aimed at the banks, the unemployed, the farmers and the impoverished. The best answers had a strong contextual knowledge of the New Deal reforms and its agencies and were able to cite accurate and well-deployed examples and statistics to support their descriptions and explanations. Weaker responses often confused the work of the different agencies or muddled up the group they were targeting. This often led to either more generalised material being provided, or inaccurate material being used to support arguments.

**Depth Study E: China, c. 1930-c. 1990**

There were too few responses for any meaningful comments to be made.

**Depth Study F: South Africa, 1940-c. 1994**

There were too few responses for any meaningful comments to be made.

**Depth Study G: Israelis and Palestinians since 1945**

There were too few responses for any meaningful comments to be made.

# HISTORY

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> **Paper 0470/43**
> **Alternative to Coursework**

## Key messages

Candidates are required to give an extended response to one question from a choice of two from their chosen Depth Study. Responses should be balanced answers that are well-structured, analytical and address the question of importance or significance.  An in-depth and wide range of knowledge is required to support arguments and reach conclusions.

## General comments

A range of Depth Studies was undertaken, with Depth Study B: Germany, 1918-45 and Depth Study D: The United States, 1919-41 being the most popular choice among candidates. Depth Study C: Russia, 1905-41 also attracted a number of responses, as did Depth Study A: The First World War, 1914-18. There were too few attempts at Depth Study E (China), Depth Study F (South Africa) and Depth Study G (Israelis and Palestinians) for any meaningful comments to be made.   Overall, answers showed a reasonable level of knowledge, and most candidates attempted balance in their answers. Many successful answers used brief plans to select relevant information which could be used to specifically answer the question. Occasionally, however, plans showed a lack of understanding of the question, as material was included which lacked relevance.   Successful answers provided balance and addressed the question directly, using contextual knowledge to produce a line of argument. Some were able to make judgements and come to conclusions which were well explained and supported with evidence. Some answers lacked development but still managed to produce balance, with relevant and detailed material. In some less successful responses candidates picked up on only part of the question and wrote a narrative response, which often drifted from the focus of the question. Some responses missed the chronological parameters of the question, and some consisted of mainly unfocused descriptions, covering an unspecified time period.  Candidates need to analyse the question to ascertain exactly what it is asking, ensure a focus on importance or significance, recognise the time parameters set, and organise their work through planning.

## Comments on specific questions

### Depth Study A: The First World War, 1914-18

**Question 1** focused on the causes of the stalemate on the Western Front. The question invited candidates to consider the impact of trench warfare as a cause of stalemate, as well as looking at other reasons. Successful responses were able to show how the digging of trenches changed the war from a one of movement to attrition. They also discussed other reasons for the stalemate, such as the development of new weapons which were designed to be used in defence, were difficult to move and caused high casualties. Other relevant detail included the lack of offensive tactics, such as creeping barrage, which later helped create a war he of movement again. Some candidates were able to show how the failure of the Schlieffen Plan also helped to create the stalemate. There were some very short responses to this question, which showed a very limited knowledge of trench warfare. Some longer responses neglected to consider the causes of the stalemate, and instead wrote lengthy descriptions of life in the trenches, which did not address the question. Others tried to explain why the war lasted so long.

**Question 2** produced too few responses for any meaningful comments to be made.

### Depth Study B: Germany, 1918-45

This was the most popular Depth Study among candidates.

**Question 3** focused on why the Nazis struggled to achieve electoral success before 1930. Successful responses were able to write about the revival in Germany following the period of hyperinflation and the introduction of the Rentenmark in 1923. Many showed a good level of knowledge of the cultural developments during the period. The Munich Putsch was often described in some detail, but most candidates did not indicate that this action was an attack on democracy. Those who did recognise this were able to link this to Hitler's decision to work within the democratic system, rather than overthrow it through a violent uprising. A number of responses would have been improved by a greater focus on how this led to a lack of Nazi electoral success, although some answers showed how Germany seemed more stable, so many people did not see the need for more extreme parties. Some responses confused the Kapp Putsch and the Munich Putsch. Some missed that, up until 1930, the Nazis were a small fringe party, with very limited influence. A number of responses included material more relevant to post-1930. Overall, many candidates found the concept of ideology challenging, leading to generalised comments about Hitler's antisemitism and hatred of Communists. This made it difficult to achieve a balanced response.

**Question 4** was focused on the methods used by the Nazis to control opposition after 1933. Successful responses were able to identify the main opponents to the Nazis, such as the Communists and other political parties. Many had a good knowledge of the role of Himmler and were able to link this to his use of the SS to control opposition. They were able to describe how the SS was used to arrest and imprison opponents such as the Communists and members of SDP, ban Trade Unions and therefore make any organised opposition very difficult. Other responses would have benefited from a greater knowledge of who Hitler's opponents were. These less successful answers included long descriptions of racial policy and the attacks on the disabled and Jews. Some combined the Communists with Jews and described the death camps and the events of Kristallnacht, therefore missing the focus on control of opposition. The potential opposition of the SA and the Night of the long Knives was better known, although some candidates thought the SA were Communists. There was also some use of more general knowledge relating more to Hitler's rise to power, rather than control during the regime. Others included generalised knowledge of Germany's enemies during World War II, for example Britain.

### Depth Study C: Russia, 1905-41

**Question 5** focused on the reasons for instability in Russia by 1914. Successful responses achieved balance by referring to the actions of the Bolsheviks and Mensheviks and poor working conditions in the towns, and by showing how the Tsar's lack of reform from Bloody Sunday onwards alienated many of the population. The role of Stolypin was well known, as were the events of Bloody Sunday, although this was often seen as the 1905 Revolution, with no other events mentioned. Some answers went beyond the parameters of the question and included material from post-1914, by describing the problems faced by the Tsar following defeats in World War I. Others confused the 1905 Revolution with the revolutions during 1917.

**Question 6** had a focus on the reason for Bolshevik victory in the Civil War. Successful answers were able to show how Trotsky's leadership was important. The main points made were directed at his brilliant organisation, his abilities in command, including travelling by train to motivate the Red Army, and his use of experienced Tsarist officers to lead troops on the battlefield. Balance was provided through describing the role of Lenin and the introduction of War Communism, and the ineffectiveness of the White armies. Overall, those who attempted this question demonstrated a good knowledge of the period, although some responses would have been improved by including more specific supporting detail.

### Depth Study D: The United States, 1919-41

**Question 7** focused on the causes of problems for farmers during the 1920s. Successful responses were able to show how falling prices created problems for farmers as overproduction created surpluses which caused prices to fall. To support this there was some good knowledge of the impact of mechanisation and providing food for the US allies during World War I. Balance was created through looking at the impact of Republican policies such as the imposition of tariffs, as well as increased competition from other producing counties such as Canada and Argentina. The effect of Prohibition was also considered. This question required a focus in the 1920s and some candidates missed this and wrote more generally about the Depression during the 1930s, even describing the Dust Bowl. Others went beyond the question by describing the economic boom during the 1920s, with no real focus on the farmers.

**Question 8** focused on the reasons for the introduction of Prohibition in 1920. Successful responses were able to show the importance of religion in this by describing the moral and ethical beliefs of the Protestant churches and their impact on congregations, especially in the Mid-west and Southern states. Many also included references to the Ku Klux Klan and organisations such as the Temperance Movements, which pushed for a ban on alcohol. To provide balance, other movements were described, such as the Women's

Temperance Union and the Anti-Saloon League, who campaigned for prohibition during the nineteenth century. The First World War was also used to show how anti-German feeling led to demands for the closure of breweries, as many owners were of German descent. Less successful responses would have benefited from a better understanding of different religions in the USA. Many saw the Roman Catholic Church, rather than the Protestant Church, as campaigning for a ban on alcohol. Some candidates also did not look at the causes of Prohibition, and instead looked at the impact, and described the violence and problems caused by the growth of bootlegging gangs. This led to some responses lacking relevance.

**Depth Study E: China, c. 1930-c. 1990**

There were too few responses for any meaningful comments to be made.

**Depth Study F: South Africa, c. 1940-c. 1994**

There were too few responses for any meaningful comments to be made.

**Depth Study G: Israelis and Palestinians since 1945**

There were too few responses for any meaningful comments to be made.