

# Cambridge International AS & A Level

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**EUROPEAN HISTORY**

**9981/04**

Paper 4 Depth Study

**For examination from 2027**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

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This document has **8** pages.

## Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must also comply with these marking principles.

### GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

### GENERIC MARKING PRINCIPLE 2:

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

### GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

### GENERIC MARKING PRINCIPLE 4:

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

### GENERIC MARKING PRINCIPLE 5:

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

### GENERIC MARKING PRINCIPLE 6:

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

**Guidance on using levels-based mark schemes**

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

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

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

- If the candidate's work **convincingly** meets the level, award the highest mark.
- If the candidate's work **adequately** meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level, award the lowest mark.

**Table A:****AO2 Historical explanation, analysis and judgement**

Candidates should be able to:

- Identify, explain and analyse the past using historical concepts:
  - cause and consequence
  - change and continuity
  - significance.
- Explain and analyse connections between different aspects of the past.
- Reach a judgement.

Use this table to give marks for candidate response for Questions 1–3.

Level	Description	Marks
<b>Level 5</b>	<p><b>Responses demonstrate a full understanding of the question, are balanced and analytical</b></p> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Establish valid and wide-ranging criteria for assessing the question.</li> <li>• Are consistently analytical of the key features and characteristics of the period.</li> <li>• Provide a focused, balanced argument with a sustained line of reasoning throughout</li> <li>• Reach a clear, sustained and supported judgement.</li> </ul>	13–15
<b>Level 4</b>	<p><b>Responses demonstrate a good understanding of the question, and are mostly analytical</b></p> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Establish valid criteria for assessing the question.</li> <li>• Are analytical of the key features and characteristics of the period, but treatment of points may be uneven.</li> <li>• Attempt to provide a balanced argument but may lack coherence and precision in some places.</li> <li>• Reach a supported judgement, although some of the evaluations may be only partly substantiated.</li> </ul>	10–12
<b>Level 3</b>	<p><b>Responses demonstrate an understanding of the question and contain some analysis. Argument lacks balance</b></p> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Show attempts at establishing criteria for assessing the question.</li> <li>• Show some analysis of the key features and characteristics of the period but may also contain descriptive passages.</li> <li>• Provide an argument but lacks balance, coherence and precision.</li> <li>• Begin to form a judgement although with weak substantiation.</li> </ul>	7–9
<b>Level 2</b>	<p><b>Responses demonstrate some understanding of the question and are descriptive</b></p> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Attempt to establish criteria for assessing the question but these may be implicit.</li> <li>• Show limited analysis of the key features and characteristics of the period and contain descriptive passages that are not always clearly related to the focus of the question.</li> <li>• Make an attempt at proving an argument, but this is done inconsistently and/or may be unrelated to the focus of the question.</li> <li>• Make an assertion rather than a judgement.</li> </ul>	4–6

Level	Description	Marks
<b>Level 1</b>	<b>Responses address the topic, but not the question</b> Responses: <ul style="list-style-type: none"> <li>• Focus on the topic rather than the question.</li> <li>• Are descriptive and lack analysis or an argument.</li> <li>• Lack a relevant judgement.</li> </ul>	1–3
<b>Level 0</b>	<b>No creditable response</b>	0

**Table B:****AO1 Historical knowledge**

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

Use this table to give marks for candidate response for Questions 1–3.

Level	Description	Marks
<b>Level 5</b>	<b>Responses demonstrate a high level of relevant detail</b> Supporting material: <ul style="list-style-type: none"> <li>• Is carefully selected</li> <li>• Is fully focused on supporting the argument</li> <li>• Is wide-ranging</li> <li>• Is consistently precise and accurate.</li> </ul>	13–15
<b>Level 4</b>	<b>Responses demonstrate a good level of relevant supporting detail</b> Supporting material: <ul style="list-style-type: none"> <li>• Is selected appropriately.</li> <li>• Is mostly focused on supporting the argument.</li> <li>• Covers a range of points but the depth may be uneven.</li> <li>• Is mostly precise and accurate.</li> </ul>	10–12
<b>Level 3</b>	<b>Responses demonstrate an adequate level of supporting detail</b> Supporting material: <ul style="list-style-type: none"> <li>• Is mostly appropriately selected.</li> <li>• May not fully support the points being made, may be descriptive in places.</li> <li>• Covers a narrow range of points.</li> <li>• Occasionally lacks precision and accuracy in places.</li> </ul>	7–9
<b>Level 2</b>	<b>Responses demonstrate some relevant supporting detail</b> Supporting material: <ul style="list-style-type: none"> <li>• Is presented as a narrative.</li> <li>• Is not directly linked to the argument.</li> <li>• Is limited in range and depth.</li> <li>• Frequently lacks precision and accuracy.</li> </ul>	4–6
<b>Level 1</b>	<b>Responses demonstrate limited knowledge of the topic</b> Supporting material: <ul style="list-style-type: none"> <li>• Has limited relevance to the argument.</li> <li>• Is inaccurate or vague.</li> </ul>	1–3
<b>Level 0</b>	<b>No creditable response</b>	0

Question	Answer	Marks
1	<p><b>‘Italian fascist policies towards the young failed to gain their support.’</b></p> <p><b>Evaluate this view.</b></p> <p>Indicative content</p> <p>Responses should be based on the extent of success of the policies towards young people in Italy, principally education and youth groups. A clear judgement should be made.</p> <p>Attempts to indoctrinate young people through education might include the centralisation of the school system in the 1930s, the publication of standard textbooks and government control of the curriculum and the oath of loyalty required to be taken by teachers. There could also be reference made to the 1939 School Charter. The role of education, including universities, in promoting Mussolini’s cult of personality would also be relevant.</p> <p>Attention should also be paid to youth movements, for example, the Opera Nazionale Balilla (ONB). Knowledge of activities, such as sports, propaganda lectures, marches and summer camps, is likely. Some specific references may be made to the activities available for different age groups and for girls and boys.</p> <p>Evaluation might involve judgements made about the impact of these policies on young people’s attitudes towards fascism. There may be a recognition that not all young people were fully indoctrinated as a result of the regime’s efforts. Judgement might consider the scale of attendance at ONB, with membership in the south being significantly lower than the north, and an estimated 30-40% not joining. The fact that membership became compulsory indicates that there was a high level of non-compliance. The impact of Catholicism in limiting the influence of fascism on children and young adults might also be considered.</p> <p>There may be a recognition that some indoctrination must have taken place, but also that there was a degree of conformity without enthusiastic support and even some outright opposition amongst the youth. Furthermore, the speed at which support for fascism dissipated could also be used as evidence at the lack of long-term impact.</p> <p>Accept any other valid responses.</p>	30

Question	Answer	Marks
2	<p><b>Assess the reasons which influenced Stalin to make the Great Turn in economic policy from 1928.</b></p> <p>Indicative content</p> <p>Responses should be able to identify and explain a range of motivations, in order to reach a clear judgement on their relative significance.</p> <p>There might be some discussion of what the Great Turn involved, with reference to the end of the New Economic Policy and the twin policies of rapid industrialisation and collectivisation of agriculture being introduced. The introduction of the Five Year Plans marked the beginning of the Command Economy.</p> <p>Responses might conclude that a crucial factor influencing Stalin's thinking was the need to protect the Soviet Union from external threats. Following the war scare of the late 1920s, Stalin was increasingly worried about an attack and knew that the nation's industrial base was insufficient to fight a modern war against a more advanced enemy. A greater degree of industrialisation was necessary to produce the requisite armaments.</p> <p>Furthermore, there was the need to make the Soviet Union self-sufficient in as many areas as possible and to avoid reliance on the West, particularly for manufactured products.</p> <p>Attention might also be paid to the extent to which Stalin's policies were motivated by socialist ideology. A proper socialist society required a much larger proletariat than existed in the Soviet Union at this time. The continued existence of the Nepmen and the free market ran contrary to socialist principles and the peasantry remained largely hostile to the government. The economic changes would be beneficial to the workers and would improve their living standards, tackling the problems of unemployment and low wages.</p> <p>It might also be argued that Stalin saw the opportunity to establish his leadership and to create a legacy which would prove him to be a worthy successor to Lenin and perhaps his equal.</p> <p>Responses may argue that the Great Turn was driven primarily by economic factors or may conclude that other explanations were more important.</p> <p>Accept any other valid responses.</p>	30

Question	Answer	Marks
3	<p><b>Evaluate the view that Hitler’s consolidation of power in the years 1933 and 1934 was a ‘legal revolution’.</b></p> <p>Indicative content</p> <p>Responses should evaluate the extent to which the methods used by Hitler were legal, to reach a clear judgement.</p> <p>When Hitler was appointed chancellor in January 1933, he was one of only three Nazis in a coalition government and could be dismissed by President Hindenburg at any time. By the summer of 1934, there had been a revolution in government, as he was the head of a one party state and ended the Weimar Constitution. It could be argued that the events and policies carried out between 1933–34 combined a mixture of legality and violence.</p> <p>Following the Reichstag Fire, Hitler persuaded Hindenburg to pass the Decree for the Protection of People and the State, suspending constitutional civil rights in order to suppress the KPD.</p> <p>The Enabling Act followed, giving the government the right to issue law by decree, without Reichstag approval for four years. This was agreed by 441 votes to 94 (only the SPD voted against, with the KPD having already been banned).</p> <p>This led to the Law against the Formation of New Parties in July 1933, which made Germany a one-party state. The Concordat with the Catholic Church was passed in July 1933. In 1934, the Law for the Reconstruction of the State dissolved state assemblies and replaced them with Reich Governors.</p> <p>However, these, ostensibly legal methods, were combined with threats and the actual use of violence. SA violence against opponents began immediately. There were an estimated 500 murders by the SA in 1934. They were used to intimidate voters in the 1933 election and to get Reichstag members to agree to the Enabling Act. By the end of 1933 there had been some 100 000 arrests.</p> <p>Many state governments had been overthrown by SA violence in March 1933. The laws passed during the following year merely formalised the existing position. The Night of the Long Knives in July 1934 saw the purging of the SA leadership, as well as the murder of Schleicher, Kahr and Strasser.</p> <p>Accept any other valid responses.</p>	30