UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper

for the guidance of teachers

0470 HISTORY

0470/22 Paper 2, maximum raw mark 50

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UNIVERSITY of CAMBRIDGE
International Examinations

OPTION A: 19th century topic

WHY DID THE 1848–9 REVOLUTIONS IN ITALY FAIL?

1 Study Sources A and B. How far do these two sources differ as accounts of the events of 1848–9? Explain your answer using details of the sources.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 Writes about the sources without making a comparison. [1]

Level 2 Identifies information that is in one source that is not in the other or Compares provenance of the sources. [2]

Level 3 Compares details in sources - for similarity or difference. [3–4]
e.g. A – outside factors defeat revolution, B says it's the Italians.

Level 4 Both similarities and differences from Level 3. [5]

Level 5 Overall comparison of the sources – must be a difference. [6–7]
e.g. A is pro-revolutionary, B is critical of revolutionaries/Italians;
A is emotional, B is neutral (must have examples, otherwise Level 2).

2 Study Sources C and D. How far does Source D make Source C surprising? Explain your answer using details of the sources and your knowledge.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 Writes about the sources without engaging with the question. [1–2]

Level 2 Compares limited reading of Source D with valid reading of C. [3]
e.g. he is peaceful in both.

Level 3 Compares two-faced Pius in D with valid reading of C. [4–5]
e.g. two-faced in D/open and honest in C; two-faced in both.

Level 4 Argues Source D is by a critic of Pius therefore cannot be used to show C is surprising. [6]

Level 5 Answers based on evaluation of one source (not surprised). [7–8]

Level 6 Answers based on evaluation of both sources (not surprised). [9]

NB Candidates must state whether surprised or not, otherwise = Level 1.

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3 Study Sources E and F. Do these sources prove that Charles Albert would have supported Garibaldi's efforts in Rome? Explain your answer using details of the sources and your knowledge.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 Writes about sources – does not answer the question. [1]

Level 2 Answers based on the claim that Charles Albert as King would have wanted to be in charge. [2]

Level 3 Answers based on F – Charles Albert would have been swept away by Garibaldi's charisma. [3]

Level 4 Answers based on E – both Charles Albert and Garibaldi would have supported Italian independence. [4]

Level 5 No – contrasts Italian independence in E with Republicanism in F. [5]

Level 6 No – evaluates F based on tone (over the top). [6]

Level 7 Cross-references to other sources or to contextual knowledge to argue No. [7–8]

4 Study Source G. How useful is this source to a historian? Explain your answer using details of the source and your knowledge.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 Useful for surface details. [1]
e.g. the type of hats they wore.

Level 2 Useful/not useful explained only through provenance. [2]

Level 3 Useful because of inferences that can be drawn about the nature of Garibaldi's supporters.
e.g. irregulars, brave. [3–4]
OR
Not useful for what it does not tell us about Garibaldi/supporters/Republicanism. [3–4]

Level 4 Both types of Level 3. [5]

Level 5 Not useful because G is unreliable as evidence about nature of Garibaldi's supporters (must have contextual knowledge or cross reference). [6]

Level 6 Source G is useful as evidence of English attitudes (must give an example). [7]

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5 Study Source H. Why did Radetzky write this letter in April 1849? Explain your answer using details of the source and your knowledge.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 Summarises the letter – gives no reasons why he wrote the letter. [1]

Level 2 Reasons given – but they are all from the source. [2–3]

Level 3 Answers based on Austrian motives (not specific to 1848–9). [4–5]

Level 4 Answers based on contextual knowledge of events of 1848–9. [6–7]

6 Study all the sources. How far do these sources provide convincing evidence that the revolutions of 1848-9 in Italy failed because of foreign intervention? Use the sources to explain your answer.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 No valid source use. [1–3]

Level 2 Uses sources to support or reject the statement. [4–6]

Level 3 Uses sources to support and reject the statement. [7–10]

Up to 2 bonus marks for evaluation of sources (no more than 1 per source).

Source use must be reference to a source by letter, by provenance, or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement. Use Y in the margin for each source support of the statement, and an N for each source rejection of the statement.

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OPTION B: 20th century topic

WHY DID EUROPE DIVIDE INTO TWO OPPOSING CAMPS IN 1947–8?

1 Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 Writes about the sources but no valid comparison of sources. [1]

Level 2 Identifies information that is in one source but is not in the other. [2]
OR
States that the sources are about the same topic - the Marshall Plan. [2]
OR
Compares the provenance of the two sources. [2]

Level 3 Compares details of the sources for agreement or disagreement. [3–4]
e.g. they both say that the Marshall Plan will divide Europe; A says the US was trying to help Europe through the MP but B claims that the MP will destroy Europe.

Level 4 Both agreement and disagreement of detail. [5]

Level 5 Disagreement over the big message. [6]
This must be either: the Soviets did/did not make a mistake when they rejected Marshall Aid, OR infer that Source A thinks the MP was good, Source B thinks it was bad.

2 Study Source C. Why was this cartoon published in 1947? Explain your answer using details of the sources and your knowledge.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 Surface description of the cartoon. [1]

Level 2 Valid interpretation of the cartoon or valid context explained, but these are not used as explanations of why the cartoon was published. [2]
OR
Plausible misreading of cartoon e.g. the Soviets already have control of Czechoslovakia. [2]

Level 3 Context only – explains why 1947 (no message, no purpose). [3]

Level 4 Valid sub-messages – given as a reason why cartoon was published [4–5]
e.g. the Soviet Union is a threat, Czechoslovakia is under threat.

Level 5 Big message – this must include the following three elements: the Soviet Union (or Communism), Czechoslovakia, preparing for invasion/take over or a threat, or imminent. [6]

Level 6 Valid purpose for publishing the cartoon. [7]
To be purpose this must suggest something about changing the view, attitude or behaviour of the audience. At this level the answer cannot be about the MP.

Level 7 Level 6 plus context of 1947. [8]

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3 Study Sources D and E. How far does Source D prove that Source E was right? Explain your answer using details of the sources and your knowledge.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 Writes about sources without answering the question. [1]

Level 2 Assertions about reliability of either D or E based on provenance (must answer the question). [2]

Level 3 Surface comparison for either agreement or disagreement. [3]
E.g. Yes – there is a demonstration in both sources.

Level 4 Yes and No from Level 3. [4–5]

Level 5 Focus on Source E only – developed evaluation of E to say if it is right or not. [6]

Level 6 Uses Source D to test the big message of Source E (e.g. US domination has alienated the people). [7]

Level 7 Explains Source D does not prove E is right because of the political purpose of E – explained. [8]

4 Study Sources F and G. Why do these <u>two</u> sources differ so much? Explain your answer using details of the sources and your knowledge.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 Writes about the sources – no comparison. [1]

Level 2 Identifies/explains how the sources differ – no reasons for differences given. [2]

Level 3 Undeveloped comparisons of provenance or audience. [3]

Level 4 Contextual explanation of why they differ (allow M.P., Cold War, T.D.). [4–5]
OR
Focus on person who delivers the speech to explain why they differ (no audience of purpose).

Level 5 Audience used to explain why they differ. [6–7]

Level 6 Purpose used to explain why they differ. [7–8]

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5 Study Source H. What is the message of this source? Explain your answer using details of the source and your knowledge.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 Describes the source. [1]

Level 2 Plausible misreadings of the source. [2]
e.g. destroying the Truman Line.

Level 3 Valid sub-messages. [3–4]
e.g. the US was very wealthy, the US is dividing Europe into two.

Level 4 Big message (must cover the US, its money, defence against Communism). [5]

Level 5 Supported explanation of the big message. [6–7]

Level 6 Level 4 or 5 plus explanation of valid point of view of cartoonist. [8]
e.g. it is critical of Truman because he is dividing Europe (must have reference to Churchill's Iron Curtain), or supporting Truman for defending the civilised West (uses details in cartoon of 'evil' looking East).

6 Study all the sources. How far do these sources provide convincing evidence that the USA was to blame for dividing Europe into two camps? Use the sources to explain your answer.

Level 0 No evidence submitted or response does not address the question. [0]

Level 1 No valid source use. [1–3]

Level 2 Uses sources to support or reject the statement. [4–6]

Level 3 Uses sources to support and reject the statement. [7–10]

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