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

0470/23 Paper 2, maximum raw mark 50

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

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UNIVERSITY of CAMBRIDGE
International Examinations

Option A: 19th Century topic

WHAT CAUSED THE 1848–9 REVOLUTIONS IN GERMANY?

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, no comparison. [1]

Level 2 Disagree: identifies something in one source which is not in the other. [2–3]
OR
Agree/Disagree on provenance.
OR
Agree/Disagree on topic.

Level 3 Agreements OR disagreements of detail. [4–5]

Level 4 Agreements AND disagreements of detail. [6]

Level 5 Disagreement on overall message. [7]
i.e. revolutions have *mainly* economic causes in A, but *mainly* political in B.

2 Study Sources C and D. Do you think Prince Lichnowsky (Source D) would have been happy with the announcement in Source C? 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 Writes about the sources, but no relation to the question. [1]

Level 2 No: unexplained provenance. [2]
e.g. because he is Prussian, but in Source C they are German.

Level 3 Yes: content comparison – he wants to reduce poverty in both. [3–4]

Level 4 No: content comparison – explains that he would not agree with much of what is in C because in D he wants to restore order, not question it. [5–6]

Level 5 No: contextual explanation of what a Prussian aristocrat would want, compared with what is in C. [7–8]

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3 Study Source E. Why was this drawing published in 1848? 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 drawing, no reason given. [1]

Level 2 Reason based on plausible misinterpretations. [2]

Level 3 Context. [3]
Because of what was happening at the time.

Level 4 Information/sub-messages. [4–5]
i.e. to tell people what was going on/to give a sub-message (e.g. the revolution will fail).

Level 5 Big message. [6–7]
e.g. to tell people they were heroes.

Level 6 Purpose: why the artist wanted to make them look like heroes. [8]

4 Study Source F. How useful is this source? 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 Not useful because it's a song. [1]

Level 2 Useful for information it gives. [2–3]
OR
Not useful because of what it does not tell us.
i.e. something specific about 1848/German nationalism etc. it does not tell me.

Level 3 Both aspects of L2. [4]

Level 4 Useful because we can infer from it that the Prussian revolution of 1848 was nationalistic in nature. [5]

Level 5 Useful/not useful because reliable/not reliable, explained by cross-reference. [6]
e.g. to Source B on reasons for revolution.
OR
The existence of the song is useful for telling you that there was a national movement, or the comradely nature of it.

Level 6 Useful as evidence of how nationalists wanted other people to see them/the image of themselves they wished to create. [7]

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5 Study Source G. Are you surprised by 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 Identifies what is/is not surprising, but no valid reason given. [1]

Level 2 Surprised/not: explained by unhistorical reasons/everyday empathy. [2]
OR
Valid reasoning, but fails to state surprised/not.

Level 3 Surprised/not: explanation drawn from within the source itself. [3–4]

Level 4 Surprised/not: explained through cross-reference. [5–6]
i.e. to other source or to contextual knowledge, but (for NOT surprised) not dealing with his rejection of the crown.

Level 5 Not surprised he rejected the crown, with valid contextual explanation. [7–8]

6 Study all the sources. How far do these sources provide convincing evidence that the revolutions in Germany in 1848–9 happened because of economic grievances such as poverty and unemployment? 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 any evaluation of sources (1 per source).

Source use must be reference to a source by letter, provenance or direct quote. There must be examples from source content. There must be an explanation of how this content does/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

WHO WAS TO BLAME FOR THE COLD WAR?

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 sources, no comparison. [1]

Level 2 Disagree: identifies something in one source which is not in the other. [2]
OR
Agree/Disagree on provenance.
OR
Agree/Disagree on topic.

Level 3 Agreements. [3–4]

Level 4 Disagreements. [5]

Level 5 Agreements and disagreements. [6]

2 Study Sources C and D. 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 sources, no valid surprised/not surprised. [1]

Level 2 Surprised: comparison of content for difference. [2–3]
e.g. US aggressors in C, USSR in D.
OR
Not surprised because they agree about the Marshall Plan.

Level 3 Not surprised: difference identified but accounted for by provenance. [4]
i.e. because C is Russian, D is American.

Level 4 Surprised/not: agreement or disagreement explained by contextual knowledge about the Marshall Plan. [5–6]

Level 5 Surprised/not surprised by C: Evaluates purpose of C alone. [7]

Level 6 Evaluates D to judge surprised/not by C. [8]
e.g. by this time Clifford is free to tell the truth.

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3 Study Source E. What is the message of this cartoon? 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 cartoon. [1]

Level 2 Plausible misinterpretations. [2]

Level 3 Sub-messages. [3–5]

Level 4 Identifies the cartoonist's opinion, i.e. the big message. [6]
e.g. that the West are the good people and the East are the bad people (*must* have both sides).

Level 5 Supports the big message. [7–8]

4 Study Sources F and G. How similar are these two cartoons? 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 Describes the cartoons. [1]

Level 2 Comparisons of misinterpretations/surface details/provenance/topic. [2]

Level 3 Valid interpretation of one cartoon, but no valid comparison. [3]

Level 4 Comparison of sub-messages (could include one big message). [4–5]

Level 5 Different: in F the USA is the solution, in G it is the problem. [6–7]

Level 6 Cartoonists' opinions are different. [8]
F is praising USA, G is criticising it.

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5 Study Source H. Why do you think these British diplomats in Belgium made this report to the British government? 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 Writes about the source, no valid reason. [1]

Level 2 To let London know what was going on, undeveloped. [2–3]

Level 3 Context: because of the general context of the Cold War. [4]

Level 4 Developed context: because of the Truman Doctrine. [5]

Level 5 As a warning: to let London know that there are things in Belgium to worry about, lack of unqualified support for US. [6–7]

Level 6 Warning plus specific context of Truman Doctrine. [8]

6 Study all the sources. How far do these sources provide convincing evidence that the Russians were to blame for starting the Cold War? 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 any evaluation of sources (1 per source). Source use must be reference to a source by letter, provenance or direct quote. There must be examples from source content. There must be an explanation of how this content does/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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