UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 question paper

for the guidance of teachers

0470 HISTORY

0470/21 Paper 2, maximum raw mark 50

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UNIVERSITY of CAMBRIDGE
International Examinations

OPTION A: 19TH CENTURY OPTION

1 Study Sources A and B. How similar are the accounts in these two sources? Explain your answer using details of the sources. [7]

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

Level 1 Writes about the sources, no valid comparison [1]

Level 2 Different: information that is in one source but not in the other [2]
OR
Similar: they are on the same topic

Level 3 Similarities and/or differences of detail [3–5]
e.g. The bomb misses in A, hits the car in B.
Gun fired in A, fired twice in B.
The car went the wrong way in both, etc.

Level 4 Different on who was to blame for the war [6]
i.e. Germany in A, Austria in B.

Level 5 L3 plus L4 [7]

2 Study Sources C and D. How far does Source C explain why Berchtold issued the statement in Source D? Explain your answer using details of the sources and your knowledge. [8]

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

Level 1 Writes about the sources, no valid conclusion [1]

Level 2 Answers explaining why he issued the statement, but no use of C [2]

Level 3 Comparison of content of C and D to explain yes OR no [3–4]
e.g. It does explain it because in Source C the Germans give the green light to Austria, and in Source D they are going ahead in dealing with Serbia.
It does not fully explain it. In Source C it urges Austria to go to war, but in Source D Berchtold is taking a fairly moderate line and not humiliating Serbia.

Level 4 As L3, but yes AND no [5–6]

Level 5 No: Source C is insufficient because there are reasons other than those in C and D [7]
i.e. Gives reason(s) from C but shows there are others too, e.g. the assassination of the Archduke.

Level 6 Yes: uses contextual knowledge to explain the critical importance of Germany's guarantee in Source C in Austria's action against Serbia [8]

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3 Study Sources E and F. Does Source E make you surprised by Source F? Explain your answer using the sources and your knowledge. [8]

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

Level 1 Writes about the sources, no surprised/not surprised [1]
OR
Identifies something surprising/not surprising in F, no explanation of why

Level 2 Explains whether or not F is surprising, no use of E [2]

Level 3 Compares source content to decide surprised OR not [3–4]
e.g. Not surprised because in both sources they agree that Serbia has more or less accepted the Austrian demands.
e.g. Surprised because in E he says it will be evidence of ill-will if Austria rejects Serbia's reply, but in F he suggests that they should seek further guarantees.

Level 4 Compares source content to decide surprised AND not surprised [5–6]

Level 5 L3 OR L4, plus evaluates either/both of E and F to decide whether surprised [7–8]
[Evaluation of E could be of Grey, the Serbian ambassador or the German ambassador.]

4 Study Sources G and H. Does Source H prove that Grey was lying in Source G? Explain your answer using details of the sources and your knowledge. [8]

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

Level 1 Writes about sources, no valid conclusion [1]

Level 2 Yes/No: explained using undeveloped provenance of G/H [2]

Level 3 Answers explaining whether content of G can be believed, no use of H [3–4]

Level 4 Yes/No: compares content of G and H – they differ so someone's lying [5]

Level 5 Compares content for difference: evaluates G to conclude Grey is lying/not lying [6]

Level 6 No: the difference explained by evaluation of H as an attempt to justify German actions/shift blame to Britain [7]

Level 7 No: the difference explained by Bethmann-Hollweg's purpose of influencing Britain's actions [8]
e.g. To try and stop Britain from declaring war.

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5 Study Source I. What is the message of this source? Explain your answer using details of the source and your knowledge. [7]

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

Level 1 Surface description of cartoon [1]

Level 2 Misinterpretations [2–3]
e.g. That Serbia will get what it deserves.

Level 3 Sub-messages [4–5]
[watch out for points that are no more than description]
e.g. Serbia is plucky, Austria is more powerful than Serbia etc.

Level 4 The Big Message [6–7]
This must encompass Austria and Serbia, and Austria's retaliation against Serbia.
i.e. That Austria will not be justified in retaliation against Serbia.
OR
The cartoonist's opinion
e.g. The cartoonist is expressing disapproval of Austria retaliating against Serbia.
Reserve 7 marks for answers that include the idea that Austria's reaction will be *disproportionate*.

6 Study all the sources. How far do these sources provide convincing evidence that Austria was responsible for the start of the First World War? Use the sources to explain your answer. [12]

Level 0 No evidence submitted or 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 proper source evaluation (max.1 per source)
- Source use must include identification of a source by letter, provenance or direct quote. It must use examples from source content and explanations of how these support/do not support the statement.
- Indicate valid source use in the margin by writing 'Y' for 'Austria responsible' and 'N' for 'Austria not responsible/someone else responsible'.
- Where the candidate groups sources, award only one Y/N for the whole group and only if the explanation is valid for all the sources grouped.

Yes	No
B C E I	A B C D E F G H I

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OPTION B: 20TH CENTURY OPTION

1 Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources. [8]

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

Level 1 Writes about the sources, no valid comparison [1]

Level 2 Disagreement: information that is in one source but not in the other [2]
OR
Agree: they are on the same topic

Level 3 Agreements of detail [3–5]
e.g. That there was an explosion on the railway, that the Japanese invaded Manchuria, that the Lytton Commission was set up etc.

Level 4 Disagreement on the consequences of the crisis for the League [6–7]
i.e. not too damaging in A, first great defeat/League lost commitment/ confidence in B.

Level 5 L3 plus L4 [8]

2 Study Sources C and D. How would Chiang Kai-shek have reacted to Source D? Explain your answer using details of the sources and your knowledge. [7]

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

Level 1 Answers that give no reaction from Chiang [1]

Level 2 Explains Chiang's reaction based on a misinterpretation of Source D [2]
e.g. He would be pleased because the League is dealing with Japan in D.

Level 3 Reaction based on everyday empathy [3]
i.e. How anyone would have reacted to what is happening in Source D, no use of Source C or contextual knowledge to explain how Chiang would have reacted.

Level 4 Judges Chiang's reaction based on comparison of content between C and D [4–5]
e.g. He would have been shocked because in Source C he expects the League to deal with the matter, but in Source D the League is just giving in to Japan.

Level 5 Explains Chiang's reaction to the message of Source D using the context of 1932–3[6–7]
e.g. The cartoon shows the League using the Lytton Commission report as a way of saving face. Chiang would have been appalled by the way the League was prepared to abandon him and allow the Japanese to take over the whole of Manchuria.

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3 Study Source E. Are you surprised by this source? Explain your answer using details of the source and your knowledge. [7]

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

Level 1 Writes about the source, no mention of surprised/not surprised [1]
OR
Identifies something in the source as surprising/not surprising, but no explanation

Level 2 Surprised/not surprised, explained through undeveloped provenance [2]
i.e. He's a British government minister so…

Level 3 Surprised OR not surprised: explained by checking content of the source against other source(s)/contextual knowledge [3–4]
i.e. But no use of the provenance.
e.g. Not surprised that you will get only words out of the USA because they were isolationist at this time/Surprised that Japan could seize Singapore because Britain had such a powerful navy and would stop them.

Level 4 As L3, but surprised AND not surprised [5]

Level 5 Not surprised: explained using cross-reference/contextual knowledge on attitude of British government in 1931 to Manchurian crisis [6–7]

4 Study Sources F and G. Does Source F prove that Source G is wrong? Explain your answer using details of the sources and your knowledge. [8]

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

Level 1 Writes about the sources, no valid explanation of right/wrong [1]

Level 2 Yes/No: explained by face value comparison of content [2–3]
e.g. No, because in both sources it says that Japan is going to expand.

Level 3 Answers on whether or not G is wrong, no use of F [4]
OR
Answers on whether or not F is wrong, no use of G
i.e. Explained by cross-reference to sources/ contextual knowledge.

Level 4 No: both sources have the same attitude [5]
i.e. They both approve of Japan's actions.

Level 5 Compares F and G, uses evaluation of Source G to decide right/wrong [6]

Level 6 Compares F and G, uses evaluation of Source F to decide right/wrong [7–8]
e.g. The two sources seem to agree that Japan was right to expand into Manchuria, but you can't say that F proves G is right about this as F is obviously untrustworthy. It's been planted into the newspaper by the Chinese to make the Japanese look bad.

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5 Study Sources H and I. How far do these two sources have the same message? Explain your answer using details of the sources and your knowledge. [8]

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

Level 1 Surface description [1]
i.e. No interpretation of either source.

Level 2 No valid comparison, but some interpretation [2–3]
i.e. Of one or both cartoons.

Level 3 Comparison of sub-messages [4–6]
e.g. They both say the League is failing, they both see Japan as an aggressor etc.

Level 4 Comparison of the Big Message [7]
i.e. That the League is useless both now and in the future.
e.g. They have the same message because in Source H the League cannot resolve the Manchurian crisis, but will be useless next time too, and in Source I it shows that the League is going to regret its failure to act effectively in Manchuria, but is doing nothing to resolve the situation.

Level 5 Comparison of the cartoonists' attitudes/points of view [8]
i.e. Both are condemning the League's inaction.

6 Study all the sources. How far do these sources provide convincing evidence that the League's response to Japan can be defended? Use the sources to explain your answer. [12]

i.e. Was the League genuinely trying or not? Is there a valid excuse for its failure? Do NOT allow responses which simply deal with the League failing.

Level 0 No evidence submitted or 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 proper source evaluation (max.1 per source)
- Source use must include identification of a source by letter, provenance or direct quote. It must use examples from source content and explanations of how these support/do not support the statement.
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Yes	No
A B C E	A B D E G H I

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