UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2011 question paper for the guidance of teachers

0470 HISTORY

0470/22 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

19th Century option

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 Describes sources, no valid comparison. [1]

Level 2 Disagree: one source contains information that the other does not [2]
OR
Comparison of provenance
OR
Comparison of topic
i.e. of what the sources are about.

Level 3 Agreement OR disagreement of detail [3–4]
e.g. They disagree because A says diplomatic humiliation forced France to war, and in B it says Prussia was forced into war.

Level 4 Agreement AND disagreement of detail [5–6]
e.g. [Level 3 plus] But they agree that France was hostile to Prussia.

Level 5 Compares the big messages for disagreement. [7]
The big message is on planning: in A Bismarck is opportunistic, in B he is the planner.

2 Study Sources C and D. Does Source C prove that Bismarck was telling the truth to the French Ambassador in Source D? 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 sources, no question focus. [1]

Level 2 Undeveloped provenance. [2–3]

Level 3 Compares Bismarck's attitude in both sources, uses similarities to say he was telling the truth. [4–5]

Level 4 Evaluates D with no reference to C to say whether he's telling the truth. [6]

Level 5 Compares sources, evaluates one to decide whether he's telling the truth in D. [7]

Level 6 Compares sources, evaluates both to decide whether he's telling the truth in D. [8]

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3 Study Sources E and F. How far does Source E make Source F 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 Describes sources, no surprise. [1]

Level 2 Surprised/not surprised: undeveloped provenance. [2]

Level 3 Uses contextual knowledge/cross-reference to judge whether or not F is surprising [3–4]
i.e. no use of Source E.

Level 4 Compares content to judge surprised/not surprised. [5–7]
Note: sources include the provenance.
e.g. Not surprised because Bismarck/William consistent in both sources. Surprised that Bismarck persists after the King has shown disapproval.

Level 5 Surprised/not surprised by F (Bismarck persisting), explained by cross-reference/ contextual knowledge. [8–9]
Must include comparison with E, or will be Level 3.

4 Study Source G. Why did Gramont make this speech in July 1870? 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 Unsupported assertions. [1]

Level 2 Answers based on provenance. [2]

Level 3 Answers based on context. [3]

Level 4 Answers based on message. [4–5]

Level 5 Answers based on purpose. [6]

Level 6 Answers based on purpose and specific context of July 1870 [7]
i.e. it's just a week before the Ems Telegram.

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5 Study Source H. How useful is this source as evidence about the unification of Germany? 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 picture, no utility. [1]

Level 2 Useful for surface information. [2–3]

Level 3 Not useful because of provenance OR purpose. [3–4]

Level 4 Not useful because of provenance AND purpose – developed. [4–5]

Level 5 Useful because of inferences that can be made from it [6]
e.g. about the power of Germany, Bismarck etc.

Level 6 Useful because of what we can tell from it about the purpose of the source [7]
i.e. about how Bismarck/Germany wished to be perceived.

6 Study all the sources. How far do these sources provide convincing evidence that Bismarck planned the Franco-Prussian 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 (no more than 1 per source).

Source use must be reference to a source by letter, provenance, or direct quote, and use examples of source content. There must be an explanation of how this does/does not support the statement.

Use 'Y' in the margin for each source in support of the statement, and 'N' for each source that rejects it.

YES	NO
(A) B E F	A C D G

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20th Century option

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 Describes sources, no valid comparison. [1]

Level 2 Disagree: one source contains information that the other does not [2]
OR
Comparison of provenance
OR
Comparison of topic
i.e. of what the sources are about.

Level 3 Agreement OR disagreement of detail [3–4]
e.g. In both sources they agree that the peacemakers had little in common.

Level 4 Agreement AND disagreement of detail [5–6]
e.g. [Level 3 plus] But they disagree because in A it's the international situation that's the problem, and in B it's disputes between the peacemakers.

2 Study Sources C and D. How would Wilson (Source D) have reacted to Source C? 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 sources OR unsupported assertions. [1]

Level 2 Everyday empathy [2]
i.e. the reason given is commonsensical and would apply to anyone.

Level 3 Undeveloped provenance [3]
i.e. the answer makes sense but there's no use of source content
OR
Explains what Wilson's reaction would be, but no use of Source C.

Level 4 He would disagree/be disappointed, based on comparison of content of Sources C and D. [4–5]

Level 5 Disagree: difference of content explained by cross-reference to contextual knowledge/other source(s) [6–8]
i.e. cross-reference is on what the French/the Americans would want. This must be something specific, e.g. (for Wilson) 14 Points, the League, self-determination etc. (for French) reparations, taking territory from Germany, German disarmament etc.

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3 Study Sources E and F. How similar are the messages of 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 Comparison of surface details [1]
e.g. Different: Wilson is wearing a hat in F but not in E.

Level 2 Comparison of undeveloped provenance. [2]

Level 3 Similar: based on the misinterpretation that Wilson is in charge in both. [3]

Level 4 Valid interpretations of sub-messages, but no comparison. [4]

Level 5 Valid interpretation of the Big Message, but no comparison. [5]
The Big Message of both cartoons is the cartoonists' opinion that Wilson is deluded; he thinks he's in charge but he's not.

Level 6 Valid comparisons of sub-message(s). [6–7]

Level 7 Comparisons of the Big Message. [8]

4 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 Describes sources, no surprise. [1]

Level 2 Valid analysis of the source, but no surprise [2]
OR
Identifies what is/is not surprising, but no reason given for why.

Level 3 Surprised: identifies something surprising in the source, with common sense explanation. [3]

Level 4 Not surprised: explanation internal to the source [4]
i.e. only using source content from Source G.

Level 5 Not surprised: uses provenance to explain [5]
i.e. not surprised by what the Big Three do in Source G because of what the provenance tells us.

Level 6 Surprised: explained by cross-reference to knowledge/other source(s) on the relationship between the Big Three. [6–8]

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5 Study Source H. Why was this cartoon published in 1919? 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 source, no reason given. [1]

Level 2 Reasons based on misinterpretations of the cartoon [2]
i.e. thinks cartoon is anti-German
OR
Interprets the cartoon, but no reason given.

Level 3 Context only. [3]

Level 4 Explains sub-messages [4–5]
i.e. to say something, e.g. To tell people the treaty was harsh, but cartoonist's opinion not contained within the answer.

Level 5 Explains the Big Message [6]
i.e. because *the cartoonist* wanted to criticise the Treaty/the Allies.

Level 6 Purpose [7]
i.e. to have an impact on the German people/peacemakers etc.

Level 7 Purpose in context [8]
i.e. must show how purpose relates to the terms being harsh/unfair by specific reference to e.g. War Guilt, Diktat, reparations etc.

6 Study all the sources. How far do these sources provide convincing evidence that there were fundamental differences between the Allies during the peace negotiations? 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 (no more than 1 per source).

Source use must be reference to a source by letter, provenance, or direct quote, and use examples of source content. There must be an explanation of how this does/does not support the statement.

Use 'Y' in the margin for each source in support of the statement, and 'N' for each source that rejects it.

YES	NO
A B C E* F*	(A) (B) G H

Note: * means do not allow 'No' based on misinterpretation of the source.

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