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

0470/23 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.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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UNIVERSITY of CAMBRIDGE
International Examinations

19th Century option

1 Study Sources A and B. How far do these two sources disagree? 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. [1]

Level 2 Identifies information that is in one source but not in the other
OR
Identifies information that is in both sources, i.e. they are about the same topic. [2]

Level 3 Shows differences and similarities based on causes and causation [3–4]
e.g. A more about politics, B more about socio-economic factors.

Level 4 Shows agreement but demonstrates qualification, that is A thinks Bismarck is more important, whilst B considers a wider range of factors. [5–6]

Level 5 Agreement between the sources to suggest that both show that unification is inevitable. [7]

2 Study Source C. 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 Writes about the sources but fails to answer the Question. [1]

Level 2 Analyses source but fails to say whether surprised or not surprised. [2]

Level 3 Valid assertions, e.g. surprised a Prussian liberal would support Bismarck as they hated him so much
OR
Everyday empathy – not surprised they wanted Prussia to win as they are Prussian or surprised that liberals do not want victory. [3–4]

Level 4 Uses cross reference to match content of C to other sources to show surprised or not surprised. [5–6]
Award 6 marks if shows surprised or not surprised.

Level 5 Not surprised as this shows the best way for Prussia; realises that Austria is a greater enemy than Bismarck. [7-8]

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3 Study Sources D and E. Would Bismarck (Source E) have agreed with Engels (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 Writes about the sources without addressing the question. [1]

Level 2 Uses internal logic of D i.e. it makes sense, makes economic arguments. [2]

Level 3 Uses provenance to show likely disagreement. [3]
i.e. Engels communist, Bismarck not.

Level 4 Shows would have agreed based on content of D and E. [4–5]

Level 5 Establishes apparent agreement but uses contextual knowledge and/or other sources to dismiss D. [6–7]

Level 6 Establishes apparent agreement between sources but qualifies using explains other factors for Bismarck. [8]

4 Study Sources F and G. How far does Source F prove that the cartoonist (Source G) was right about Bismarck? 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 – fails to make a valid match. [1]

Level 2 Answers based on undeveloped provenance, showing no engagement with the source content [2]
e.g. Bismarck would not agree with what is written – agree showing him as warmonger – Source G shows lots killed etc.

Level 3 Compares sources but does not use them to show whether F was right. [3]

Level 4 Agrees based on Bismarck as a warmonger and an interpretation of G. [4–5]

Level 5 Disagrees based on F showing Bismarck calculated sacrifice, therefore was not a warmonger. [6–7]

Level 6 Compares sources and reaches a conclusion based on an evaluation of F. [8]

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5 Study Source H. How useful is this source to a historian studying German unification? 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 Dismisses source as having no use. [1]

Level 2 Sees as useful/not useful based on surface details. [2]

Level 3 Answer based on provenance – useful because of date of publication. [3]

Level 4 Seen as not useful because does not show the main factors re German unification e.g. Zollverein, Franco-Prussian war etc. [4]

Level 5 Not useful based on evaluation of sources i.e. it is hero worship. [5]

Level 6 Useful because it shows Bismarck's qualities. [6]

Level 7 Useful because of what it tells us about the nature of German unification
OR
Useful because it tells us how the Germans perceived Bismarck. [7]

6 Study all the sources. How far do these sources provide convincing evidence that Bismarck was the most important factor in German unification? 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 the 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.

YES	NO
A B C E F G H	A B D E F

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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 Writes about sources without making a comparison. [1]

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

Level 3 Compares the sources for agreement OR disagreement of detail or sub message [3–4]
e.g. Agreement: Germany punished /humiliated in both, both show treaty was vindictive.
e.g. Disagreement: Peacemakers concerned re future in A but not in B, also disagree whether it was fair or not.

Level 4 Compares the sources for agreement AND disagreement of detail or sub message. [5–6]

Level 5 Compares the sources for the big message [7]
i.e. the authors' views either about the future or whether it was bad or not quite so bad.

2 Study Sources C and D. Would the cartoonist of Source C have agreed with 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 Writes about the sources without addressing the question. [1]

Level 2 Undeveloped use of provenance (no interpretation of the cartoons) [2]
i.e. one is German, the other British so they would disagree.

Level 3 Valid interpretation of one or both sources but no comparison. [3]

Level 4 Compares C and D but bases answer on a misreading of D
i.e. they agree because both criticise the treaty or both show sympathy with Germany.
OR
Makes a valid comparison of sub messages. [4–6]
(Award 6 marks only if agree and disagree.)

Level 5 Valid comparison of big message.
Shows cartoonist view – C shows what was done to be absolutely terrible, whilst D shows agreement with what has been done. [7–8]

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3 Study Sources E and F. How far does Source F make Source E surprising? 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 sources but fails to address the question. [1]

Level 2 Identifies something as surprising or not surprising but fails to offer any explanation
OR
Compares sources but offers no hint of surprised/not surprised. [2]

Level 3 Answer based on undeveloped provenance.
Not surprised because they are from completely different dates
OR
Not surprised because one is British and the other French. [3]

Level 4 Uses differences between content of sources to check whether F makes E surprising. [4–5]

Level 5 Uses cross reference to contextual knowledge to check whether F makes E surprising. [6]

Level 6 Compares sources and evaluates F to show whether E is surprising/not surprising. [7]

Level 7 Compares sources and explains why not surprised that the German delegation present things in this way. [8]

4 Study Source G. How far do you trust Lloyd George in 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 Paraphrases/writes about the sources but fails to answer the question. [1]

Level 2 Uses undeveloped provenance. Answer simply based on fact that he was the Prime Minister. [2]

Level 3 Cross references to sources/contextual knowledge to check for agreement [3–4]
e.g. shows that this is what the Treaty did.

Level 4 Cross references to sources/contextual knowledge to check that the Treaty was justified and therefore Lloyd George can be trusted. [5–6]

Level 5 Puts purpose into context to show that Lloyd George cannot be trusted as he is justifying his actions to Parliament [7]
e.g. he is making it appear tougher than it is.

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5 Study Source H. Why was this cartoon published in 1921? 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 Surface description of source. [1]

Level 2 Misreads cartoon (sees it as critical of Germany or says should be treated more harshly)
OR
Interprets cartoon or describes context but fails to use it as a reason for publication. [2]

Level 3 Explains context only (e.g. Reparations) but fails to explain message or purpose
OR
Explains a valid sub message. [3–4]

Level 4 Explains big message (Germany dealt with too harshly). [5–6]

Level 5 Explains purpose of cartoon (to persuade people that reparations had to be reduced). [7]

Level 6 Explains purpose in context of 1921. [8]

6 Study all the sources. How far do these sources provide convincing evidence that Germany was punished too harshly in the Treaty of Versailles? 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 the 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 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.

YES	NO
A B C E H	A D* F G*

*Do not allow yes for either of these

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