CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0470 HISTORY

0470/23 Paper 2, maximum raw mark 50

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19th Century topic

WAS GERMAN UNIFICATION ACHIEVED BY FORCE OR BY DIPLOMACY?

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

Level 5 Compares big messages
i.e. A says it's mainly war, B says it's diplomacy

Level 4 Agreement and disagreement of detail or sub-messages [5–6]

Level 3 Agreement or disagreement of detail or sub-messages [3–4]

Level 2 Identifies information that is in one source but not in the other, or states that the sources are about the same subject [2]

OR

Compares the provenance of the sources [2]

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

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

2 Study Source C. Why did Bismarck make this speech at that time? Explain your answer using details of the source and your knowledge.

Level 6 Explains Bismarck's purpose in context as a reason [6–7]

Level 5 Explains Bismarck's purpose as a reason [5]

Level 4 Uses knowledge to explains the context as a reason [4]

Level 3 Identifies context/purpose as reason for speech – not developed [3]
e.g. Bismarck had just come to power, Bismarck's intention to unify Germany

Level 2 Interprets source or describes the context – but not used as a reason for making the speech [2]

Level 1 Simply repeats content of source [1]

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

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3 Study Sources D and E. How far would these two cartoonists have agreed with each other? Explain your answer using details of the sources and your knowledge.

Level 6 Compares big messages – compares the points of view of cartoonists – disapproves of Prussia in D but disapproves of Prussia and Austria in E [7–8]

Level 5 Compares partial big message – compares the points of view of cartoonists – disapproval of Prussia [6]

Level 4 Compares valid sub-messages [5]

Level 3 Interprets message(s) of one of both sources – no valid comparison [3–4]

Level 2 Answers based on use of undeveloped provenance [2]

Level 1 Surface comparisons [1]

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

4 Study Source F. Are you surprised by Source F? Explain your answer using details of the source and your knowledge.

Level 7 Uses contextual knowledge to explain why not surprised a Liberal would criticise Bismarck (understands complexity of Liberal position) [7–8]

Level 6 Uses contextual knowledge to explain why surprised [6]

Level 5 Compares to other sources to explain surprise/no surprise [5]

Level 4 Identifies a reason why surprise/not surprise because the writer is nationalist/Prussian/liberal [4]

Level 3 Assertions based on everyday empathy/common sense [3]

Level 2 Valid analysis of source but fails to state whether surprised or not [2]

Level 1 Writes about sources but fails to address the question [1]

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

5 Study Sources G and H. Why did Bismarck react as he did in Source H? Explain your answer using details of the sources and your knowledge.

Level 4 Uses contextual knowledge to explain why Bismarck reacted in this way [6–8]

Level 3 Explains Bismarck's reaction (on the basis of Source G) [4–5]

Level 2 Explains context only [2–3]

Level 1 Writes about H but fails to address question [1]

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

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6 Study <u>all</u> the sources. How far do these sources provide convincing evidence that German unification was brought about by diplomacy? Use the sources to explain your answer.

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

- Award up to 2 bonus marks for evaluation of sources (no more than 1 mark per source).
- Source use must be referenced 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 use in support of the statement and 'N' for each source use rejecting the statement.

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

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

Level 1 No valid source use [1–3]

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

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20th Century topic

WAS THE MARSHALL PLAN DESIGNED TO BENEFIT THE USA?

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

Level 5 Compares big messages [6–7]
i.e. A says the MP was for US benefit while B says it benefited both US and Europe or it benefited Europe most

Level 4 Agreement and disagreement of detail or sub-messages [5]

Level 3 Agreement or disagreement of detail or sub-messages [3–4]

Agreements include:
Economic collapse will let Communism into Europe
Communism a threat to Europe
American and European interests were the same
The MP will benefit the USA
The US was working in its own interests
The Soviets (Stalin) rejected the Plan
The MP was designed for recovery
British politicians like Churchill and Bevin supported the MP

Disagreements include:
In A the MP is anti-Soviet
In B Stalin rejects it
In A Europe is Americanised while in B Europe is not
A says it was created only for Western Europe
B says it was for the whole of Europe

Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject [2]

OR

Compares the provenance of the sources [2]

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

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

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2 Study Source C. How useful is this source as evidence about the Marshall Plan? Explain your answer using details of the source and your knowledge.

Level 7 Argues source is useful as evidence of purpose, e.g. to persuade people in Eastern Europe that the Marshall Plan is for US good only [7–8]

Level 6 Contextual evaluation to reject source [6]

OR

Cross-references to knowledge or other sources to confirm or question the big message [6]

OR

Uses source as evidence of Communist view of Marshall Plan [6]

Level 5 Uses big message as the reason why it is useful (must have US exploiting Europe through Marshall Plan) [5]

Level 4 Uses valid sub-message as the reason why it is useful [4]

Level 3 Explains what the sources fails to tell us about Marshall Plan [3]

Level 2 Undeveloped use of provenance [2]

OR

Interprets cartoon but fails to state whether useful or not [2]

Level 1 Unsupported assertions or uses source for surface details [1]

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

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

Level 7 Compares the sources and evaluates both to explain whether surprised [8]

Level 6 Compares the sources and evaluates one to explain whether surprised [6–7]

Level 5 Compares Sources C and D to explain whether surprised/not surprised [4–5]

Level 4 Assertions based on everyday empathy to explain whether surprised [4]

Level 3 Undeveloped provenance used to say whether surprised [3]

Level 2 Valid analysis of sources but fails to state whether surprised or identifies something to be surprised about but no valid explanation [2]

Level 1 Writes about sources but fails to address the question [1]

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

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4 Study Sources F and G. How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.

Level 7 As for Level 6 but qualifies answer with a difference e.g. in F there is opposition in US to the Plan, in G Stalin is being criticised for rejecting the Plan [8]

Level 6 Compares big messages – compares the points of view of cartoonists – the Marshall Plan was good for Europe [6–7]

Level 5 Compares valid sub-messages (includes big message in one and sub-message in the other) [5]

Level 4 Interprets big message of one/both sources – no valid comparison [4]

Level 3 Interprets valid sub-message of one of both sources – no valid comparison [3]

Level 2 Answers based on use of undeveloped provenance [2]

Level 1 Surface comparisons [1]

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

5 Study Source H. Why did Vyshinsky make this speech at that time? Explain your answer using details of the source and your knowledge.

Level 7 Explains purpose in context of 1947. [7]

Level 6 Explains the purpose of the cartoon – to turn opinion against the Marshall Plan (must have intended impact on audience) [6]

Level 5 Explains the big message critical of MP because its bringing about US control, will divide Europe, make Europe capitalist [5]

Level 4 Explains a valid sub-message [4]

Level 3 Explains context only – fails to explain message or purpose of source [3–4]

Level 2 Interprets source or describes the context – but not used as a reason for making the speech [2]

Level 1 Writing about the source but fails to address question [1]

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

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6 Study <u>all</u> the sources. How far do these sources provide convincing evidence that the Marshall Plan was designed to benefit the US? Use the sources to explain your answer.

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

- Award up to 2 bonus marks for evaluation of sources (no more than 1 mark per source).
- Source use must be referenced 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.
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Yes	No
A, B, C, D, H	A,B,E,F,G

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

Level 1 No valid source use [1–3]

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

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