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Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0470 HISTORY

0470/21 Paper 2 (Paper 2), maximum raw mark 50

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19th Century Topic

1 Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources. [7]

Level 5 Compares difference in big messages **[7]**
i.e. the authors' attitudes to the preventative war issue: critical of Germany in Source A, more understanding of Germany in Source B

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

Level 3 Agreement or disagreement of detail or sub-messages **[3–4]**
(Suggestions below may not be a definitive list)
Agreements:
- that there was a stepping-up of military preparations
- that war was inevitable
- that Germany fought a preventative war
- that Germany thought a preventative war was necessary

Disagreements:
- Russia lagged far behind in A, growing in strength in B
- preventative war inevitable in A, not in B
- Germany strong in A, getting weaker in B

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

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

Level 0 No valid response **[0]**

2 Study Source C. How useful is this source as evidence about German foreign policy? Explain your answer using details of the source and your knowledge. [8]

Level 5 Useful: evaluates source by cross-reference to confirm the impression given by the source of German policy/policy making **[7–8]**

7 marks for cross-reference to contextual knowledge
8 marks for cross-reference to another (named) source

Level 4 Useful: explains what can be learned from content (i.e. inferences) **[5–6]**

Level 3 Useful because of what the source says: paraphrases or quotes **[3–4]**

Level 2 Undeveloped use of provenance **[2]**
OR
Not useful because of what it does not tell you about German foreign policy
(must specify what this is)

Level 1 Unsupported assertions/answers not addressing utility **[1]**

Level 0 No valid response **[0]**

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3 Study Sources D and E. Does Source D prove that the Kaiser was right in Source E? Explain your answer using details of the source and your own knowledge. [8]

Level 6 Compares the sources and evaluates one of them to conclude the Kaiser is wrong **[8]**

Level 5 Compares the sources and evaluates one of them to conclude the Kaiser is right **[7]**

Level 4 Evaluates E but no valid use of D **[6]**

Level 3 Answers based on agreements/disagreements **[3–5]**

Level 2 Answers based on undeveloped provenance **[2]**

Level 1 Writes about the sources but does not address the question **[1]**

Level 0 No valid response **[0]**

4 Study Sources F and G. Are you surprised by Source G? Explain your answer using details of the sources and your knowledge. [8]

Level 6 Yes/No: cross-reference to another (named) source to explain surprised or not **[8]**

Level 5 Yes/No: cross-reference to contextual knowledge to explain surprised or not **[6–7]**

Level 4 Yes/No: matches or mismatches with Source F **[4–5]**

Level 3 Yes/No: answers based on everyday empathy/reasoning internal to G **[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]**
OR
Identifies something in the source that is/is not surprising, but no explanation

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5 Study Source H. What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [7]

Level 5 the American point of view **[7]**
I.e. the Americans are criticising all the Europeans /European militarism for starting the war.

Level 4 Interprets big message of cartoon **[5–6]**
They are all to blame for the war.
5 marks for the message, 6 marks for supporting it with reference either to 'Crime of the Ages' or to the dead body 'Peace of Europe'.

Level 3 Interprets sub-message of the cartoon **[3–4]**
e.g. they all blame each other for the war.

Level 2 Misinterpretation of the cartoon **[2]**

Level 1 Surface description of the cartoon **[1]**

Level 0 No valid response **[0]**

6 Study all the sources. How far do these sources provide convincing evidence that Germany was planning a preventative war? Use the sources to explain your answer. [12]

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

Award up to 2 bonus marks for developed evaluation of 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.

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

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

Level 1 No valid source use **[1–3]**

Level 0 No valid response **[0]**

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20th Century Topic

1 Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources. [7]

Level 5 Compares big messages, i.e. on Hitler wanting war **[7]**
In Source A Hitler wants war, but in Source B he does not

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

Level 3 Agreement or disagreement of detail or sub-messages **[3–5]**
(Suggestions below may not be a definitive list)

Agreements:
- Britain followed a policy of appeasement
- Britain determined to avoid war
- Chamberlain flew to Germany on 15 September
- Chamberlain willing to give Hitler the Sudetenland
- Another meeting on 22 September
- Hitler demands more at 22 September meeting
- Hitler was hoping for more concessions
- Some Germans did not want war
- France would not honour its alliance with Czechoslovakia

Disagreements:
- Hitler wants all of Czechoslovakia in A, prepared to share it in B
- In A Hitler is making the running, in B he is biding his time
- In A Hitler is making the running, in B Chamberlain is making the running

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

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

Level 0 No valid response **[0]**

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2 Study Sources C and D. How far does Source D support the view in Source C? Explain your answer using details of the sources and your knowledge. [8]

Level 6 Comparison of authors' opinions **[8]**
EITHER Disagreement: Hitler is being criticised in C, but Britain and France (and Hitler too – but not *just* Hitler) in D, OR Agreement: in both sources the Western powers are the ones being criticised (i.e. for not standing up to Hitler).

Level 5 Disagreement on the extent of Hitler's ambitions: limitless in C, limited in D **[7]**

Level 4 Answers based on agreements and disagreements **[6]**

Level 3 Answers based on agreements or disagreements **[3–5]**
e.g. Hitler is warlike in both: there will be war everywhere in C, only in Russia in D

Level 2 Answers based on undeveloped provenance **[2]**
OR
Comparison of surface details

Level 1 Writes about the sources but does not address the question, or no valid comparison **[1]**

Level 0 No valid response **[0]**

3 Study Source E. How useful is this source as evidence about German foreign policy? Explain your answer using details of the source and your knowledge. [7]

Level 7 Useful: explains what can be learned from Hitler's purpose **[7]**

Level 6 Not useful because unreliable: evaluates purpose of source **[6]**

Level 5 Useful/Not useful: judged on whether Hitler is lying/not, determined by cross-reference **[5]**

Level 4 Useful: explains what can be learned from content (i.e. inferences) **[4]**

Level 3 Useful because of what the source says: paraphrases or quotes **[3]**

Level 2 Undeveloped use of provenance **[2]**
OR
Not useful because of what it does not tell you about German foreign policy
(must specify what this is)

Level 1 Unsupported assertions/answers not addressing utility **[1]**

Level 0 No valid response **[0]**

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

Level 6 Yes/No: compares the sources and evaluates either source to decide **[7–8]**
7 marks for cross-reference, 8 marks for purpose

Level 5 Yes/No: Evaluates Source F or Source G, no comparison of content **[6]**

Level 4 Yes/No: Matches/Mismatches between Source F and Source G **[4–5]**

Level 3 Assertions based on everyday empathy/reasoning internal to G **[3]**

Level 2 Valid analysis of source but fails to state whether surprised or not **[2]**
OR
Yes/No: explained by undeveloped provenance

Level 1 Writes about sources but fails to address the question **[1]**
OR
Identifies what is/not surprising, but no explanation

Level 0 No valid response **[0]**

5 Study Source H. Why was this source published in early September 1939? Explain your answer using details of the source and your knowledge. [8]

Level 6 Reason based on purpose (must have intended impact on audience) in context of early September 1939 (i.e. Britain now at war) **[8]**

Level 5 Reason explaining the big message in the specific context of September 1939 **[7]**

Level 4 Reason based on the big message **[6]**
i.e. to show that Hitler had unleashed a large war, which he did not want (must have both elements)

Level 3 Reason based on context only **[3–5]**
OR
Reason based on a valid sub-message
OR
Reason based on purpose (but no specific context)

Level 2 Reasons based on misreadings of the cartoon **[2]**
OR
Interprets cartoon or describes the context – but not used as a reason for publication

Level 1 Surface descriptions of the source **[1]**

Level 0 No valid response **[0]**

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6 Study all the sources. How far do these sources provide convincing evidence that Hitler, in his foreign policy, followed a consistent plan during 1938–1939? Use the sources to explain your answer. [12]

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

Award up to 2 bonus marks for developed evaluation of 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.

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

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

Level 1 No valid source use **[1–3]**

Level 0 No valid response **[0]**

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