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CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0470 HISTORY

0470/21 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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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

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

Level 3 Agreements or disagreements of detail [3–4]
Agreements include: Garibaldi has military success, Garibaldi is a hero;
Disagreements include: in A Garibaldi's reputation is manufactured, in B it is real, in A his later political career is still good while in B it is a time of decline and decadence

Level 4 Agreement and disagreement of detail [5–6]

Level 5 Compares big messages – in Source A what matters is the myth, what matters in B is what actually happened, what he actually did. [7]

2 Study Source C. Why was this source published in June 1860? Explain your answer using details of the source and your knowledge. [7]

Level 1 Surface description or misinterpretation [1]

Level 2 Interprets cartoon but no reason given for why published [2]

Level 3 Context only – writes about the context of 1860 as a reason for publication [3]

Level 4 Explains sub-message as a reason for publication e.g. to show that Garibaldi was freeing Sicily [4]

Level 5 Explains big message as a reason for publication – must include: Garibaldi, Sicily and Bourbons (or Naples) in a valid way [5]

Level 6 Valid purpose as a reason for publication e.g. to encourage the British government, or public, to support Garibaldi [6]

Level 7 Explains valid purpose in context of 1860. [7]

3 Study Source D. Are you surprised by this source? Explain your answer using details of the source and your knowledge. [8]

Level 1 Identifies what is, or is not, surprising – no valid explanation [1]

Level 2 Valid answer but fails to say whether surprised or not [2]

Level 3 Surprised because of internal inconsistency e.g. Garibaldi is devoted to Victor Emmanuel yet Cavour wants to stop him from conquering Naples [3]

Level 4 Everyday empathy e.g. surprised because Cavour (Italians) wanted unification yet he is trying to stop him [4]

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Level 5 Cross-references (to other sources or own knowledge) to check statements in the source [5–6]

Level 6 Contextual knowledge of Cavour used to explain why he is not supporting Garibaldi e.g. Cavour worried an attack on Rome by Garibaldi will lead to the French declaring war. [7–8]

4 Study Sources E and F. Does Source F make Source E wrong? Explain your answer using details of the sources and your knowledge. [8]

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

Level 2 Undeveloped provenance used to compare [2–3]

Level 3 Answers based on agreement between E and F that Garibaldi is popular [4]

Level 4 Answers based on disagreement between E and F over whether Garibaldi is popular [5–6]

Level 5 Compares E and F for disagreement then evaluates one source to answer the question. [7–8]

5 Study Source G. What is the message of this source? Explain your answer using details of the source and your knowledge. [8]

Level 1 Surface description or misinterpretation [1–2]

Level 2 Valid sub-message [3–4]

Level 3 Explains big message – must include Garibaldi, Unification and Victor Emmanuel together in valid way [5–6]

Level 4 Level 3 plus approval of artist of what is happening in the source. [7–8]

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6 Study all the sources. How far do these sources provide convincing evidence that Garibaldi was the hero of Italian unification? Use the sources to explain your answer. [12]

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]

Award up to 2 bonus marks for 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.

Use Y in the margin for each valid source use in support of the statement, and N for each source use rejecting the statement.

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

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

Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject [2–3]

Level 3 Agreements of detail [4–6]
(at least 1 mark per agreement)
e.g. Soviets reluctant, the crisis had been developing for months, Soviets didn't decide to invade for some time, Soviet indecision, decision to invade taken in August, there were reforms in Czechoslovakia

Level 4 Compares big messages – must be disagreement about who was to blame – Soviets in A, hardliners in Czechoslovakia and/or Warsaw Pact (can add Soviets to these but not Soviets by themselves). [7]

2 Study Source C. What is the message of this cartoon? Explain your answerusing details of the source and your knowledge. [8]

Level 1 Surface description or misinterpretation of the cartoon [1–2]

Level 2 Valid sub-messages about either the USA or the USSR [3–4]

Level 3 Valid sub-messages that compare, or look at the relationship between, the USA and the USSR [5–6]

Level 4 Big-message – disapproval of the Cold War e.g. it is absurd, a waste of time OR nobody is winning the Cold War. [7–8]

3 Study Sources D and E. Does Source E make you trust Source D? Explain your answer using details of the sources and your knowledge. [8]

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

Level 2 Compares content of sources but no judgement about trust [2]

Level 3 Answers based on simple/undeveloped use of provenance (one or both sources) [3]

Level 4 Comparison of content (agreements or disagreements) – includes details that are in D but not in E – to reach judgement about trust [4–5]

Level 5 Comparison of content (agreements and disagreements) to reach judgement(s) about trust [6]

Level 6 Compares D and E for content and evaluates D or E to reach judgement about trust [7]

Level 7 Yes, because Kadar's attitude in E supports Dubcek's conclusion in D. [8]

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

Level 1 Identifies what is, or what is not, surprising – no valid explanation [1]

Level 2 Valid answers that fail to state whether surprised or not [2]

Level 3 Answers based on the internal consistency of the source – so not surprised OR everyday empathy [3]

Level 4 Checks content of Source F to state whether surprised or not (can be by cross-reference to other sources or to own knowledge) [4]

Level 5 Checks existence of this particular letter (through cross-reference to Source B) [5]

Level 6 Explains surprise that Soviets kept the letter secret [6]

Level 7 Not surprised – because the hard-line communists would do this - the writing/sending of the letter. [6–7]

5 Study Sources G and H. How far would the artists of these two sources have agreed with each other? Explain your answer using details of the sources and your knowledge. [8]

Level 1 Agrees or disagrees on basis of comparison of surface details or on incomplete understanding of the sources [1]

Level 2 Explains agreement or disagreement based on comparison of provenance [2–3]

Level 3 They would have agreed that Russia did invade Czechoslovakia (or used force) [4]

Level 4 Compares sources but only understands one source is condemning the Soviets [5]

Level 5 Explains both sources condemn the Soviets [6–7]

Level 6 As for Level 5 plus explains they are condemning the Soviets for different reasons. [8]

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6 Study all the sources. Do these sources provide convincing evidence that the Soviet Union invaded Czechoslovakia because of pressure from other Eastern European countries? Use the sources to explain your answer. [12]

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]

Award up to 2 bonus marks for 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.

* Czech hardliners can be included in 'other Eastern European countries'.

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
B D E F	A B C G H

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