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CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Option A: 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, no valid comparison [1]

Level 2 – Disagree: identifies information in one source but not in the other [2]
OR Agree: they are on the same topic

Level 3 – Agreements OR disagreements of detail [3–5]

Level 4 – Agreements AND disagreements of detail [6]

Level 5 – Disagreement on the Big Message: Cavour is the guiding force in Source A, Cavour is swept along by events in Source B. [7]

2 Study Sources C and D. Do these two sources show that Cavour's views had changed? Explain your answer using details of the sources and your knowledge. [8]

Level 1 – Writes about the sources, no valid comparison/conclusion [1]

Level 2 – Yes: answers based on time difference [2]

Level 3 – No: comparison of content for agreement [3–4]

Level 4 – Yes: comparison of content for disagreement [5]

Level 5 – Yes/No: compares content for disagreement, uses cross-reference to explain/resolve [6–7]

Level 6 – Yes/ No: explained using evaluation of Source D for purpose/audience. [8]

3 Study Sources E and F. Does Sirtori (Source F) prove that Bertoni was lying in Source E? Explain your answer using the sources and your knowledge. [8]

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

Level 2 – Yes/No: undeveloped provenance [2]

Level 3 – Yes: because Cavour says different things in the two sources [3]

Level 4 – Yes: because Cavour's attitude is different in the two sources [4–5]

Level 5 – No: Cavour could have said all these things, Bertoni is just representing him in an unfavourable way in E [6]

Level 6 – Yes/No: explained using evaluation of source(s). [7–8]

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4 Study Source G. Are you surprised that Cavour immediately published this letter? Explain your answer using details of the source and your knowledge. [7]

Level 1 – Writes about source, no valid conclusion on surprise [1]

Level 2 – No: answers based on content – he wanted to inform people [2]

Level 3 – Yes/No: explanations based on 'everyday empathy' [3]
i.e. explanations internal to the source.

Level 4 – No: explained using the context [4]

Level 5 – Yes: surprised he would let Garibaldi look bad as they were all supposed to be working together [5]

Level 6 – No: explains Cavour's purpose of discrediting Garibaldi [6]

Level 7 – No: explains Cavour's purpose of discrediting Garibaldi in the specific context of 1860. [7]

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

Level 1 – Surface description of cartoon [1]

Level 2 – Misinterpretations [2]

Level 3 – Sub-messages [3–5]

Level 4 – The Big Message [6–7]
i.e. Garibaldi has Southern Italy and Victor Emmanuel wants to remove it from him.

Level 5 – The developed Big Message [8]
i.e. Garibaldi has Southern Italy and Victor Emmanuel wants to remove it from him, but doubt remains as to whether or not he will succeed.

6 Study all the sources. Do these sources provide convincing evidence that Cavour was in favour of a united Italy? Use the sources to explain your answer. [12]

Level 1 – No valid source use [1–3]

Level 2 – Use 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	B D E G

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Option B: 20th Century Option

1 Study Source A. How surprised would people in countries controlled by the Soviet Union have been by this speech? Explain your answer using details of the source and your knowledge. [7]

Level 1 – Identifies what is/is not surprising, no valid reason given [1]

Level 2 – Valid analysis of source but fails to state surprised/not surprised [2]

Level 3 – Assertions based on undeveloped 'everyday empathy' [3]
i.e. surprised that a Russian/Communist would be nasty about Stalin as they are supposed to support him

Level 4 – Not surprised: cross-reference to contextual knowledge to check details about Stalin [4–5]

Level 5 – Not surprised: cross-reference to Source D on Khrushchev wanting to be nice to Yugoslavia [6]

Level 6 – Surprised: explanation in context of why it's surprising that Khrushchev would criticise Stalin/why people in Eastern Europe would be surprised that Khrushchev is slackening repression [6–7]
7 marks when context of Soviet control over Eastern Europe is used to explain.

2 Study Sources B and C. How similar are these two cartoons? Explain your answer using details of the sources and your knowledge. [9]

Level 1 – Describes cartoon(s), but no valid comparison or interpretation [1]

Level 2 – Different: identifies something that is in one cartoon but not the other
OR Similar: about the same topic
OR Similar/different: comparison of provenance [2]

Level 3 – Valid interpretation of cartoon(s), no valid comparison [3–4]

Level 4 – Similar OR different: comparison of details/sub-messages [5–6]
This must relate to something the cartoons have in common: e.g. Khrushchev, Hungary, Soviet Union etc.

Level 5 – Similar AND different: comparison of details/sub-messages [7]

Level 6 – Different: compares big messages [8–9]
Either Soviets losing control of satellites in B, keeping control in C
OR Soviets losing control in B, hypocrisy of UN in C.

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3 Study Sources D and E. How far does Source D prove that Khrushchev's account in Source E is unreliable? Explain your answer using details of the sources and your knowledge. [8]

Level 1 – Writes about the sources, no mention of proof/reliability [1]

Level 2 – Answers based on undeveloped provenance [2]

Level 3 – Yes: answers based on comparison of sources for differences [3–4]

Level 4 – No: answers based on comparison of sources for agreement [5]

Level 5 – Evaluates either source for proof, but no content comparison [6]

Level 6 – Compares content, evaluates source(s) to say whether E is wrong [7–8]
Evaluation of D must be specific to the situation in Yugoslavia.

4 Study Sources F and G. Which of these sources is more useful as evidence about the Hungarian Crisis? Explain your answer using details of the sources and your knowledge. [6]

Level 1 – Addresses useful/not useful, but no explanation of 'more' useful [1–2]

Level 2 – 'More' useful judged on quantity/difference of information [3–4]

Level 3 – Source F is more useful as it provides information which would normally be hidden from view [5]
i.e. G was openly available and its content readily available, whereas F was secret and gives insights which would normally be unavailable

Level 4 – Which is 'more' useful depends on what you want to use them for. [6]

5 Study Source H. Why was this cartoon published in 1956? Explain your answer using details of the source and your knowledge. [8]

Level 1 – Surface description of the cartoon [1]

Level 2 – Misinterpretations OR interprets cartoon/describes context, but no reason given for publication [2]

Level 3 – Because of the context [3]
Could be wider than just 1956, i.e. Cold War in general

Level 4 – Valid sub-messages (not on the Soviet Union) [4]

Level 5 – Valid messages about the Soviet Union [5]

Level 6 – Because of the cartoonist's opinion about the situation [6]

Level 7 – Purpose: to encourage anti-Soviet feeling [7]

Level 8 – Purpose explained in context. [8]

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6 Study all the sources. Do these sources provide convincing evidence that the Soviet Union was to blame for the crisis in Hungary? Use the sources to explain your answer. [12]

Level 1 – No valid source use [1–3]

Level 2 – Use 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 H	B C D E F G

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