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Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0470 HISTORY

0470/21 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. [8]

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

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]

Level 3 Agreement or disagreement of detail or sub-messages [3–4]
Agreements – national workshops closed; Cavaignac was the army commander; the mobile guard was important in both; Cavaignac delayed in acting; the authorities were strong in both; Disagreements – the regular army were effective, reliable in A but in B they were not effective; A says uprising defeated in 3 days, B says 4 days; in A the fighting was in isolated pockets but was more widespread in B.

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

Level 5 Compares big messages – they agree that the rioters did not stand a chance. [7–8]

2 Study Sources C and D. Which of these two sources would be more useful to a historian studying the June Days in France, 1848? Explain your answer using details of the sources and your knowledge. [7]

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

Level 1 Unsupported assertions [1]

Level 2 Explains usefulness of one/both sources – no comparison [2]
These answers are not using a common criterion to make the comparison or are only writing about one source

Level 3 Surface comparison explained – based on source details [3]

Level 4 Compares usefulness – explained – based on provenance [4]

Level 5 Uses valid inferences about sources to compare usefulness
Common criterion not necessary here.
Allow if inference from one and surface/provenance on other [5]
e.g. C – the level of organisation could create the barricades, D – the revolutionaries are being defeated

Level 6 C more useful – compares usefulness based on the fact that D is not reliable because it only gives us someone's impression while C is a factual statement [6]

Level 7 D more useful – compares usefulness based on the fact that D tells us the impression someone wanted to create about the revolutionaries while C is just a factual statement. [7]

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3 Study Source E. Why was this article published in July 1848? Explain your answer using details of the source and your knowledge. [7]

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 To impart information – explains what this is [2]

Level 3 Explains context of July 1848 but does not address message/purpose [3–4]

Level 4 Explains message of source [5]
The message is that violent mob actions are wrong

Level 5 Explains purpose of source [6]
Likely to be to prevent revolution

Level 6 Explains purpose in context of the June Days in Paris [7]
The purpose is to ensure that the German revolution develops not in the same way as in France (June Days).

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

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

Level 1 Writes about the sources but fails to address the question [1]
(this includes perfectly good answers that fail to say whether surprised or not)

Level 2 Identifies what they are surprised/not surprised about, but no explanation [2]

Level 3 Explains surprise/not surprised on F alone [3–4]

Level 4 Compares sources for agreements or disagreements to explain why surprised or not surprised [5–6]

Level 5 Evaluates what the labourer says and argues there is no reason to be surprised by F. [7–8]

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5 Study Source H. Do you trust this account of the June Days? Explain your answer using details of the source and your knowledge. [8]

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

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

Level 2 Unsupported assertions [2–3]
Includes the author was there, who the author was

Level 3 Accepts/rejects source because of provenance [4]
Must be based on an explanation of why the provenance matters e.g. why a member of the National Guard would want to show the revolutionaries as bloodthirsty

Level 4 Evaluation of source on basis of cross-reference to check content [5–6]

Level 5 Evaluation of source on basis of its language/tone/choice of content [7–8]
There must be an explanation of why this matters.

6 Study all the sources. How far do these sources provide convincing evidence that the rising in June 1848 stood no chance of succeeding? Use the sources to explain your answer. [12]

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]

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 source use in support of the statement and N for each source use rejecting the statement.

YES	NO
A,B,C,D,E,F,G,H	B,C,E,F,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 0 No evidence submitted or response does not address the question [0]

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]

or

Compares the provenance of the sources

Level 3 Agreement or disagreement of detail or sub-messages [3–4]
Agreements – e.g. both say the West didn't want an agreement with the Soviets, the Pact gave Russia time, both say the Pact was good for Soviet Union, they agree that many supporters of the Soviet Union were shocked by it, both say the West was to blame for the Pact, both say it was hard for Communists to work with Facists.
Disagreement – e.g. A says Communist supporters thought it was wise, B says they didn't, A says Communists couldn't discuss it, B says they did. If they say A is for while B is against then it is a disagreement of detail

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

Level 5 Compares big messages [7]
Source A says the Pact was good, Source B is against, but can see its advantages (allow on B it is against but in retrospect it could see the advantages).

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2 Study Sources C and D. How similar are these two cartoons? Explain your answer using details of the sources and your knowledge. [8]

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

Level 1 Surface comparisons/they are about the same thing [1]

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

Level 3 Interprets valid sub-message of one or both sources – no valid comparison [3]
e.g. C says that Germany and Russia are acting together. D says Hitler and Russia are hypocrites

Level 4 Interprets big message of one/both sources – no valid comparison [4]
e.g. C is critical of the Pact, D is critical of Germany and Russia

Level 5 Compares valid sub-messages [5–6]
e.g. Germany and Russia are dangerous in both, Poland in danger in both; in C Germany and Russia are friends, in D they are not really, Germany more of a threat to Poland in C, they are equal threats in D

Level 6 Compares big messages – compares the points of view of cartoonists. Both cartoonists are critical of the Pact/Germany and Russia [7]
N.B. Candidates must be explicit that the cartons are being critical

Level 7 As for Level 6 but qualifies answer by explaining the hypocrisy of Hitler and Stalin in D. [8]

3 Study Source E. Do you believe Molotov? Explain your answer using details of the source and your knowledge. [8]

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

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

Level 2 Undeveloped provenance [2]

Level 3 Explains why Molotov can be believed [3–4]

Level 4 Explains why Molotov cannot be believed through cross-reference to knowledge or another source [5–6]

Level 5 Explains why Molotov cannot be believed through developed explanation of his purpose. [7–8]

In Level 3 and above it must be clear what in E is being checked.

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

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

Level 1 Writes about the sources but fails to address the question [1]
(this includes perfectly good answers that fail to say whether surprised or not)

Level 2 Identifies what they are surprised/not surprised about but no explanation [2]
These answers can be about F or G.

Level 3 Answers based on undeveloped provenance to say whether surprised or not [3]

Level 4 Explains surprise/not surprised on F alone [4]

Level 5 Compares surface content of sources to say whether surprised or not [5–6]
Not surprised – F says Hitler is up to something and G confirms this, they are tricking each other. Surprised – Stalin knows what Hitler is up to, G implies he does not

Level 6 Not surprised because Hitler and Stalin were really trying to trick each other – explained through an awareness of what was really going on. [7–8]

5 Study Source H. Why was this source published in September 1939? Explain your answer using details of the source and your knowledge. [7]

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

Level 1 Writes about sources but fails to address the question (this includes answers that fail to state they are giving a reason for publication) [1]
N.B. Once a reason has been given this allows any other parts of the answer to qualify as reasons

Level 2 To impart information (no interpretation) – explains what this is or uses it for surface information [2]

Level 3 Explains context of September 1939 but does not address message/purpose [3–4]
3 marks for the Pact, 4 marks for the German invasion

Level 4 Explains valid sub-messages but does not get as far as the Pact or the German invasion or the threat from Russia [4]

Level 5 Explains message of source [5]
Do not allow messages based on Russia already having invaded Poland. Allow any other messages – must be valid interpretations

Level 6 Explains purpose of source [6]
Audience can be Polish people or western powers. Allow warnings

Level 7 Explains purpose in context of September 1939 [7]
Context must be awareness of German invasion.

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6 Study all the sources. How far do these sources provide convincing evidence that Russia got more than Germany from the Nazi-Soviet Pact? Use the sources to explain your answer. [12]

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]

N.B. If they argue they equally benefited it must be argued as a No.

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 source use in support of the statement and N for each source use rejecting the statement.

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

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