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Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0470 HISTORY

0470/22 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 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 or compares provenance [2]

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

Level 4 Agreement and disagreement of detail or sub-messages [5–6]
e.g. (Disagreement) On 13 March the troops attack in Source A, but in Source B it's the crowd who attack./In Source A 'My Dear Berliners' is pathetic, whilst in Source B it is personal

Level 5 Compares big messages [7]
i.e. difference of opinion on Frederick William: Source B is more sympathetic than Source A.
Must be supported or L3.

2 Study Source C. Why do you think Frederick William issued this declaration in March 1848? Explain your answer using details of the source and your knowledge. [8]

NB: once a reason has been given, this allows any other part of the answer to be regarded as a reason even if not expressed as a reason

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 – repeats what is in Source C [2]

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

Level 4 Because of the source's message [5–6]
i.e. synthesis/inference from Source C

Level 5 Because of Frederick William's purpose in context of March 1848 [7–8]
i.e. to resolve the crisis.

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3 Study Sources D and E. How similar are these two drawings? 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 Surface comparisons/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]

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

Level 5 Compares valid sub-messages [4–6]

Level 6 Compares big messages – compares the points of view of artists [7]
i.e. Source D can be interpreted as either pro-or anti-revolution, Source E is pro-revolution.

4 Study Sources F and G. Which of these two sources is more useful to a historian studying events in Berlin in 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 Writes about the sources, no valid comparisons [1]

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

Level 3 One is more useful because it includes something the other omits [3]

Level 4 Compares surface content of sources for usefulness [4–5]
There must be a common criterion on which the comparison is based

Level 5 Depends on which is more believable, demonstrated by cross-reference [6]

Level 6 Answers based on developed use of provenance [7]
i.e. explains importance of insider nature of Source F against outsider in Source G.

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5 Study Sources H and I. Does Source H make Source I surprising? Explain your answer using details of the sources and your knowledge. [9]

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

Level 1 Writes about sources, no surprise addressed [1]

Level 2 Identifies what is/is not surprising, no explanation [2]

Level 3 Surprised/not surprised: based on use of undeveloped provenance [3]

Level 4 Identifies the difference between the two sources – so H makes I surprising [4–5]

Level 5 Source I is not surprising: explained in relation to Source I alone [6–7]

Level 6 Identifies the difference between the two sources: not surprising explained in context. [8–9]

6 Study all the sources. How far do these sources provide convincing evidence that Frederick William accepted the ideas of the reformers of 1848-9? 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,F,H	A,B,C,D,E,G,I

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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 or compares provenance [2]

Level 3 Agreement or disagreement of detail or sub-messages [3–4]
e.g. Agree because both say they signed a paper saying they would never go to war again. Disagree because Source A says Munich was a triumph, B says some thought not

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

Level 5 Compares big messages [7]
i.e. Source A is more supportive of Chamberlain than Source B/Source B is more critical than A of Chamberlain. Must be supported or L3.

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/about the same events [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]

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

Level 5 Compares valid sub-messages [5–6]
e.g. Chamberlain is trying to save peace in both/Chamberlain is saving the world in C, but destroying it in D

Level 6 Compares big messages – compares the points of view of cartoonists about Chamberlain [7–8]
e.g. Chamberlain a hero in Source C, but a villain in Source D
Award 8 marks if comment on Source D deals with Chamberlain being a dupe, stupid etc.
(i.e. not just D is critical, thinks he's bad etc.).

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3 Study Sources E and F. Does Source E prove that the cartoonist of Source F is wrong? 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, no focus on the question [1]

Level 2 Answers based on undeveloped provenance [2]

Level 3 No, because they agree (misinterpretation of F) [3]
i.e. that F shows Britain should not intervene
or
Yes, identifies the difference, concludes that E is right

Level 4 No, because F is right, explained in context or by cross-reference [4]
i.e. answers on Source F alone

Level 5 No, identifies the difference, concludes that F is right [5]
i.e. but no contextual explanation

Level 6 No, identifies the difference, concludes that F is right, explained through contextual knowledge [6–7]

Level 7 No, identifies the difference, but explains it by evaluating Chamberlain's purpose [8]
e.g. to put British minds at rest at height of Munich crisis.

4 Study Source G. Do you trust this source? 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 Accepts source because of information it gives/unsupported assertions/ answers on undeveloped provenance [2–3]

Level 3 Rejects source because of its 'over the top' language [4]

Level 4 Yes or No: evaluation of source on basis of cross-reference [5–6]

Level 5 Yes: takes source as a whole to be a reliable representation of the country's/government's/Conservatives' reaction to events – explained by cross-reference/knowledge. [7]

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

NB: once a reason has been given, this allows any other part of the answer to be regarded as a reason even if not expressed as a reason

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 To impart face-value information – explains what this is [2]

Level 3 Because of the context of 1939 but does not address message/purpose [3–4]

Level 4 Because of the source's message [5–6]

Level 5 Because of the source's purpose [7]
i.e. but not explained in context
e.g. to prepare the Soviets for a German invasion/to turn the Russians against the West

Level 6 Because of the source's purpose, explained in context of 1939. [8]

6 Study all the sources. How far do these sources provide convincing evidence that Chamberlain was successful in his dealings with Germany over Czechoslovakia? 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,E,G,H	A,B,C,D,E,F,H

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