

CAMBRIDGE INTERNATIONAL EXAMINATIONS

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

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2014 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	047	

19th Century topic

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

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 i.e. Source D can be interpreted as either pro-or anti-revolution, Source E is pro-revolution.	[7]

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.

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 There must be a common criterion on which the comparison is based	[4–5]
Level 5	Depends on which is more believable, demonstrated by cross-reference	[6]
Level 6	Answers based on developed use of provenance i.e. explains importance of insider nature of Source F against outsider in Source G.	[7]

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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.

- 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

Page 5	Mark Scheme	Syllabus Paper
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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.** [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 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.**
- 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)
i.e. that F shows Britain should not intervene
or
Yes, identifies the difference, concludes that E is right [3]
- Level 4 No, because F is right, explained in context or by cross-reference
i.e. answers on Source F alone [4]
- Level 5 No, identifies the difference, concludes that F is right
i.e. but no contextual explanation [5]
- 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
e.g. to put British minds at rest at height of Munich crisis. [8]
- 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]

Page 7	Mark Scheme	System Paper
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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.

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]

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