

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers**

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0470	22

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.

- 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 topic – who was to blame for the war. [2]
- Level 3 Agreement or disagreement of detail [3–5]
e.g. Agreement – the alliance system, the navy; Disagreement – German imperialism in A, not in B.
- Level 4 Agreement and disagreement of detail. [6]
- Level 5 Overall disagreement about causes of WW1 [7]
Germany in A, the mood of the time/the overall circumstances in B.

2 Study Sources C and D. Does Source C make Source D surprising? 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 no statement about surprise/lack of surprise. [1]
OR
- Level 1 Identifies something to be surprised or not surprised about but no valid explanation. [1]
- Level 2 Explains surprise/lack of surprise about Source D, no use of Source C. [2–3]
- Level 3 Surprised by Grey's reaction because the Kaiser is so reasonable in C [4]
OR
- Level 3 Surprised that Grey blames Germany because the Kaiser blames Britain. [4]
- Level 4 Not surprised because Source D is reacting to anti-British stance in C [5]
OR
- Level 4 Not surprised – reconciles C and D [5]
(both types of Level 4 are internal to the sources).
- Level 5 Not surprised – supported by a general reference about British – German rivalry. [6]
- Level 6 Identifies differences between C and D, then evaluates either C or D to reach conclusion about whether surprised by D. [7–8]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0470	22

3 Study Source E. Why was this source published in 1914? Explain your answer using details of the source and your knowledge.

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

Level 1 Writes about source but fails to state why the source was published. [1]

NB In all remaining levels, answers must state this is why the source was published.

Level 2 Answers based on surface reading of the source. [2]

Level 3 Answers based on context only - the source is avoided. [3]

Level 4 Valid sub-messages. [4–5]
These are not wrong but are incomplete readings of the source e.g. Germany wanted to conquer the world, Germany should be feared.

Level 5 Valid big message – England is in peril because of the Kaiser's violent global ambitions. [6]

Level 6 Answers that explain a valid purpose [7]
e.g. to persuade the British government to stand up to Germany.

Level 7 Answers that explain purpose in context. [8]

4 Study Sources F and G. How similar are these two cartoons? 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 Describes the sources OR Explains sub-messages but no comparison OR compares surface details. [1]

Level 2 Answers based on undeveloped use of provenance e.g. compares dates or nationality of cartoons OR asserts they are both propaganda. [2]

Level 3 States that the cartoons are about the same subject - the cause of war, the responsibility for war. [3–4]

Level 4 Compares sub-messages [4]
e.g. in F they are not in control, in G they are; in F they do not want war, in G they do
OR
Explains big message(s), but no comparison. [4]

Level 5 Compares big messages. [5–7]
F – Europe to blame, in G Germany to blame (5–6); F – the situation was to blame, in G Germany was to blame (6–7).

Level 6 Compares valid purpose [8]
e.g. F – to persuade the US to stay out, G – to increase hatred of Germany.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0470	22

5 Study Sources H and I. How would the author of Source H have reacted to Source I? 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 without answering the question – about reaction. [1]
- Level 2 Everyday empathy
e.g. surprised that the government was in a shambles. [2]
- Level 3 He would see the censorship mentioned in I as explaining why most newspapers supported the war (as in H). [3–4]
- Level 4 Explains possible valid reaction of author of H to I [5–6]
e.g. He would be outraged that decisions about going to war were made in the way described in I.
- Level 5 Explains possible valid reaction of author of H based on evaluation of I [7]
e.g. Lloyd George was justifying himself.

6 Study all the sources. How far do these sources provide convincing evidence that Germany was responsible for causing the First World War? Use the sources to explain your answer.

- 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.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0470	22

OPTION B: 20th 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 topic – Abyssinia. [2]
- Level 3 Agreement or disagreement of detail. [3–4]
- Level 4 Agreement and disagreement of detail. [5–6]
- Level 5 Explains the overall disagreement about who was to blame.
Either: A blames France, while B blames Britain OR A blames France, while B blames Britain and France. [7]

2 Study Source C. Why was this source published in May 1935? Explain your answer using details of the source and your knowledge.

- Level 0 No evidence submitted or response does not address the question. [0]
- Level 1 Writes about the source but fails to state why the source was published. [1]
- NB In all remaining levels, answers must state this is why the source was published.
- Level 2 Surface reading of the cartoon OR [2]
- Level 2 Reasonable misinterpretation of the cartoon e.g. 'Hitler is wishing Mussolini success'. [2]
- Level 3 Explains context only - fails to explain message or purpose of source. Do not allow the Hoare-Laval Pact. [3–4]
- Level 4 Explains a valid sub-message. [4–5]
These are not wrong but are incomplete readings of the cartoon
e.g. Mussolini was planning to invade Abyssinia.
- Level 5 Explains valid big message. [6]
Must be along the lines of - Hitler was glad to see Mussolini out of the way so he could fulfil his ambitions in central Europe
OR
Abyssinia was a distraction that would allow Hitler to proceed with his ambitions
OR
Abyssinia would let him judge how effective the League was before he decided to move in Europe.
- Level 6 Explains the purpose of the cartoon [7]
e.g. to persuade the British government that Hitler is the real threat
OR the cartoonist's point of view – Hitler was the real danger.
- Level 7 Explains purpose in context. [8]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0470	22

3 Study Sources D and E. How similar are the messages of these two cartoons? 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 Describes the sources OR explains sub-message(s) but no comparison [1]
- Level 2 Compares surface details. [2]
- Level 3 Compares valid sub-messages
e.g. Laval is a failure. [3–4]
- Level 4 Interprets one or both big messages but no valid comparison [5]
OR
- Level 4 Identifies cartoonist's point of view about blame, but no comparison [5]
France and Britain in D or France in E.
- Level 5 Compares big messages [6–7]
Should be about the League or the Western nations. The League is doomed, or is failing, it is not trying in D but it is in E.
- Level 6 Compares cartoonists' points of view about blame. [8]
France and Britain to blame in D, but only France to blame in E.

4 Study Sources F and G. Are you surprised by Source F? 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 but no statement about surprise/lack of surprise [1]
OR
- Level 1 Identifies something to be surprised, or not surprised about - but no valid explanation.
- Level 2 Answers based on the tone/language of Source F [2]
e.g. surprised that a senior official would use language like 'dirtiest'.
- Level 3 Surprised/not surprised that Britain was worried about lack of French support because France was meant to be an ally. [3]
- Level 4 Cross-references to G to explain surprise/lack of surprise. [4–5]
- Level 5 Cross-references to other sources or to contextual knowledge to explain surprise/lack of surprise. [6–7]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0470	22

5 Study Source H. Do you trust what Hoare says in this source? Explain your answer using details of the source and your knowledge.

- Level 0 No evidence submitted or response does not address the question. [0]
- Level 1 Writes about sources but no statement about trust OR unsupported assertions. [1]
- Level 2 Answers based on undeveloped use of the provenance of the source. [2]
- Level 3 Assertions based on internal contradictions in H [3–4]
OR
Identifies the fact that he is justifying himself (or he had nothing to lose) – without using content of H or context to explain. [3–4]
- Level 4 Cross-references to other sources or to contextual knowledge to test statement(s) in H. [5–6]
- Level 5 Hoare's justification explained through content or context of H. [7–8]

6 How far do these sources provide convincing evidence that France alone was responsible for the League's failure over Abyssinia? Explain your answer using the sources.

- 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.