

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

International General Certificate of Secondary Education

**MARK SCHEME for the June 2005 question paper**

**0470 HISTORY**

**0470/02**

**Paper 2, maximum raw mark 50**

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



**Grade thresholds** for Syllabus 0470/02 (History) in the June 2005 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 2	50	34	24	19	15

The threshold (minimum mark) for B is set halfway between those for Grades A and C.  
The threshold (minimum mark) for D is set halfway between those for Grades C and E.  
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.



June 2005

IGCSE

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 0470/02

HISTORY  
Paper 2



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### 19<sup>th</sup> CENTURY TOPIC

- 1 Study sources A and B. Do these two cartoons show that British feelings about Germany had remained the same between 1899 and 1909? Explain your answer using details of the sources.**
- |         |   |       |
|---------|---|-------|
| Level 1 | Writes about British attitudes towards Germany but no source use  | (1)   |
| Level 2 | Describes the sources - no interpretation of source   | (2)   |
| Level 3 | Interprets one/both sources (must be about British attitudes towards Germany) but no comparison   | (3)   |
| Level 4 | Compares interpretations of the two sources based on incomplete interpretation of A e.g. not worried about German navy in A, but worried in B; worried about German army in A but worried about German navy in B; concerned about German strength in both sources; friendly towards Germany in A but hostile in B | (4-5) |
| Level 5 | Valid comparison of British attitudes, i.e. Britain not worried/patronising in A, but worried in B  | (6)   |
- 2 Study Sources C and D. How similar were the reasons for publishing these cartoons? Explain your answer using the sources and your own knowledge.**
- |         |   |       |
|---------|---|-------|
| Level 1 | Describes the sources   | (1)   |
| Level 2 | Answers based on simple, undeveloped use of provenance e.g. same because both British, different because published at different times | (2)   |
| Level 3 | Context only - explains why the cartoons were published then but does not give messages of cartoons                                   | (3-4) |
| Level 4 | Explains how messages are similar or different e.g. Germany a bully in both; Germany a threat in D but not in C                       | (4-5) |
| Level 5 | As for Level 4 but explains both similarities and differences   | (6)   |
| Level 6 | Compares the purpose of the cartoons (purpose will involve looking at the impact on the audience)                                     | (7)   |
| Level 7 | Compares purpose of cartoons as in L6 but also context used to explain  | (8)   |

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- 3 Study Source E. Does this source prove that Germany was determined to go to war? Explain your answer using the sources and your own knowledge.**
- Level 1 Simple use of provenance or claims that E does prove it by using context only - no use of source content (1)
- Level 2 Answers based on surface reading of Source E - can argue yes or no (3-4)
- Level 3 Both Level 1 and Level 2 (4)
- Level 4 Uses source content to argue yes and no (5)
- Level 5 Cross-references to test particular parts of E (6-7)
- 4 Study Sources F and G. Is one of these sources more reliable than the other about the Kaiser's true feelings? Explain your answer using the sources and your own knowledge.**
- Level 1 Rejects F, and or accepts G, because that is what the Kaiser did think - no support/explanation or simple use of provenance on F or G (1-2)  
(1-2)
- Level 2 Both are reliable because he could have changed his Mind or the two sources are about different things (3)
- Level 3 Concentrates on audience - not explained in context (4)
- Level 4 Purpose inferred from source content/provenance but not explained in context (5-6)
- Level 5 Cross-references to check parts of F/G - only award 7 marks if this is done on both sources (6-7)
- Level 6 Purpose/audience explained in context (8)
- 5 Study Sources H, I and J. Does Source J show that Sources H and I cannot be trusted? Explain your answer using the sources and your own knowledge.**
- Level 1 Writes about the sources but no valid comparison (1)
- Level 2 Answers based on provenance but unsupported (1-3)
- Level 3 Cross-references to judge H and/or I - no use of J (4-5)
- Level 4 Answers based on matching content of J with that of H/I (6-7)
- Level 5 Cross-references to test J. This is used to test if H/I can be trusted (8-9)

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**6 Study all the sources. ‘Germany was to blame for the First World War.’  
How far do these sources provide convincing evidence for this statement? Use the sources to explain your answer.**

Level 1	No valid source use	<b>(1-3)</b>
Level 2	Valid source use to support or reject the statement	<b>(4-6)</b>
Level 3	Valid source use to support and reject the hypothesis	<b>(7-10)</b>

Up to 2 bonus marks for any evaluation of sources (no more than 1 per source).

Only allow source use where reference to a source is made by letter or unambiguous quote. Simply writing about what is in the sources, without showing which source is being used = Level 1.

Use Y in the margin for each source support of statement, and N for each source rejection of statement. Sources can probably be used for Y/N as follows:

<u>Y</u>	<u>N</u>
B, C, D, E, G, J	E, F, G, H, I

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### 20<sup>th</sup> CENTURY TOPIC

**1 Study sources A and B. How far does Source B support Source A? Explain your answer using details of the sources.**

Level 1	Repeats/paraphrases sources – no valid comparison	(1)
Level 2	Identifies points in A that are not in B	(2)
Level 3	Explains agreements between A and B or explains disagreements	(3-4)
Level 4	Explains agreements and disagreements	(4-5)
Level 5	Compares overall tone of the sources (5 for identifying difference in tone 6 for explaining difference in tone)	(5-6)

**2 Study Sources C and D. Does Source D mean that Source C is unreliable? Explain your answer using the sources and your own knowledge.**

Level 1	Thinks that C and D are saying the same thing	(1)
Level 2	Undeveloped provenance/date	(2-3)
Level 3	Compares content of C and D to conclude D is reliable/unreliable (4 marks for comparing differences but arguing these do not prove unreliability)	(3-4)
Level 4	Difference of content explained through provenance	(5-6)
Level 5	Uses cross-reference to decide whether D can render C unreliable	(7-8)

**3 Study Sources E and F. Do you think these two cartoons were published for the same reason? Explain your answer using the sources and your own knowledge.**

Level 1	Describes the sources (They might be compared or they might not be)	(1)
Level 2	Concentrates on provenance – not developed e.g. Not because one is British and one is German	(2)
Level 3	Answers based on misinterpretation of E – argue that they were both published to criticise Versailles	(3-4)
Level 4	Explains how the cartoons were both published for different reasons, E to support Versailles, F to criticise it	(5)
Level 5	Compares the purpose of the cartoons – explained. Must be based on the correct interpretation of E. (Purpose will involve looking at the impact on the audience).	(6)

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- Level 6      Compares the purpose of the cartoons – explained in context.  
Must be based on correct interpretation of E      (7)
- 4      Study Sources G and H. Are you surprised by the cartoonist’s attitude towards President Wilson? Explain your answer using the sources and your own knowledge.**
- Level 1      Focuses on aspects of cartoon other than Wilson to answer yes or no      (1-2)
- Level 2      Not surprised that an American would show the President in a good light      (2)
- Level 3      Not surprised as President Wilson was a good person – unsupported **or** compares G and H via a misreading of H      (3)
- Level 4      Not surprised as Wilson was a good person – supported      (4)
- Level 5      Not surprised as Wilson was naïve, undeveloped      (5)
- Level 6      Not surprised as Wilson was naïve, developed      (6-7)
- Level 7      Levels 5 or 6 enhanced by focus on the American background of the cartoonist      (8)
- 5      Study Sources I, J and K. Does the cartoon (Source I) Show that Source J was right and Source K was wrong? Explain your answer using the sources and your own knowledge.**
- Level 1      Writes about the sources but no valid comparison      (1)
- Level 2      Answers based on provenance      (1-2)
- Level 3      Cross-reference to judge the accuracy of J and or K, no use of I      (3)
- Level 4      Surface readings of I to judge J/K i.e. I shows Treaty was harsh on Germany      (4-5)
- Level 5      Valid readings of I to judge J/K i.e. I shows Treaty was not too harsh on Germany      (6-8)
- Level 6      Evaluates I to judge J/K e.g. Explanation of changing context between Source dates      (9)
- 6      Study all the sources. ‘The Treaty of Versailles was fair and just.’ How far do these sources provide convincing evidence for this statement? Use the sources to explain your answer.**
- Level 1      No valid source use      (1-3)



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Level 2      Valid source use to support or reject the statement      **(4-6)**

Level 3      Valid source use to support and reject the hypothesis      **(7-10)**

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Use Y in the margin for each source support of statement, and N for each source rejection of statement. Sources can probably be used for Y/N as follows:

<u>Y</u>	<u>N</u>
A B C D E	A B C E F
G H I K	H I J K