

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2007 question paper**

### **0470 HISTORY**

**0470/02**

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.

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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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### Twentieth-Century Option

- 1** Study Source A. What is the message of this cartoon? Explain your answer using details of the source and your knowledge.
- Level 1 Surface description - no interpretation of source [1]
- Level 2 Misinterpretation of the cartoon [2]  
e.g. literal interpretations - only the Koreans were fighting
- Level 3 Valid sub-messages [3]  
e.g. the Russians were involved, the Russians should not be involved
- Level 4 Big message – must be based on the idea that the Russians were lying about, hiding, their involvement. [4-6]  
Award 6 marks in this level to answers that explain the cartoonist was criticising the Russians (this must be as well as the big message)
- 2** Study Sources B and C. Why do these two sources disagree? Explain your answer using details of the sources and your knowledge.
- Level 1 Explains how they differ instead of explaining why they differ [1]
- Level 2 Undeveloped answers [2]  
e.g. because of the Cold War, they are avoiding blame, they are points of view, one is Russian – one American, written at different times
- Level 3 They are lying/not lying – explained [3]  
or  
Explains the Cold War context as the reason but no reference to content of sources [3]
- Level 4 They disagree because they have different perspectives on events – explained [4-5]  
One source used = 4 marks  
or  
Explains context of Korean War [4-5]
- Level 5 Explains purpose or message – they disagree because they have different purposes or messages. These are explained but no broader context of the Cold War [5-6]  
One source explained – 5 marks
- Level 6 Levels 4 or 5 explained in the context of the Cold War [7]  
Explains the two powers see the Korean War as part of the Cold War

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3 Study Sources D and E. How far do these two sources share the same view of American foreign policy? Explain your answer using details of the sources and your knowledge.

Level 1 Describes the sources, no valid comparison [1]

Level 2 Interprets one source and claims the other source has nothing to say about that subject [2-3]

or  
Interprets one source but misinterprets the other [2-3]

or  
Interprets one source, does not interpret the other source [2-3]

Level 3 Finds a valid similarity between the sources [4-5]  
e.g. both show the Russians as active

Level 4 Explains how D approves of the US actions but E disapproves of US actions [6-8]

6 marks for identifying this difference

7 marks for identifying this difference and support from one cartoon

8 marks for identifying this difference and support from both cartoons

4 Study Sources F, G and H. How far do Sources G and H help you to decide if Truman was telling the truth in Source F? Explain your answer using details of the sources and your knowledge.

Level 1 Writes about the sources – no matching [1]

Level 2 Provenance only (not developed) or assertion of purpose [2]

Level 3 Matching or mismatching of details [2-3]

Level 4 Valid evaluation of F/G/H but does not answer the question about whether G or H make you think if Truman was telling the truth [4-5]

Level 5 Matches/mismatches about the role of UN/US [6-7]

Level 6 Evaluates G/H to judge F. [8-9]

Evaluation may be through provenance and content, or through cross-reference to other sources or to knowledge.

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- 5** Study Source I. How useful is this photograph as evidence to an historian studying UN involvement in the Korean War? Explain your answer using details of the source and your knowledge.
- Level 1 Answers based on only provenance [1]
- Level 2 Not useful because it does not tell us about UN in Korean War [2]
- Level 3 Useful for what it shows (must explain) [3]
- Level 4 Levels 2 and 3 [4]
- Level 5 It is not typical, or it is useful to confirm other sources on the paper, or cross-references to knowledge, or not useful because other sources contradict it, useful because others sources support it [5]
- Level 6 Not useful because it is staged – explained [6-7]
- Level 7 Useful because of what the staging tells you about their purpose in carrying out the staging (the image they wanted to create) [8]
- 6** Study all the sources. Do these sources provide convincing evidence that in Korea the UN was simply a tool of the USA? Use the sources to explain your answer.
- 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]

Up to 2 bonus marks may be awarded for evaluation of the reliability of sources (no more than 1 mark per source).

Source use in L2/L3 must include identification of the source by letter, provenance or direct quote, and must show how source content supports or rejects the statement.

For each valid source use, mark with 'Y' or 'N' in the margin.

The mark within the level is decided on how many and how well sources have been used.

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**Nineteenth-Century Option**

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

- |   |       |
|---|-------|
| Level 1 Describes content of sources – no comparison  | [1]   |
| or  |       |
| Finds things that are in one source that are not in the other   | [1]   |
| Level 2 Explains agreements or disagreements  | [2-3] |
| Level 3 Explains agreements and disagreements   | [4-5] |
| or  |       |
| Explains agreements plus a qualification  | [4-5] |
| or  |       |
| Explains disagreements plus a qualification   | [4-5] |
| N.B. In Level 3 there is no explicit statement about 'how far'  |       |
| Level 4 Explains that the sources mainly disagree about the Zollverein but there is the odd agreement | [6]   |

**2** Study Sources C and D. How similar are the messages of these two cartoons? Explain your answer using the details of the cartoons and your knowledge.

- |   |       |
|---|-------|
| Level 1 Describes the sources, no valid comparison  | [1]   |
| Level 2 Interprets one source and claims other source has nothing to say about that subject | [2-3] |
| or  |       |
| Interprets one source but misinterprets the other   | [2-3] |
| or  |       |
| Interprets one source, does not interpret the other   | [2-3] |
| Level 3 Explains the different impressions of Austria                                       | [4]   |
| Level 4 Prussia wants unification   | [5-6] |
| or  |       |
| Different impressions of German states  | [5-6] |
| Level 5 Explains different impressions of Prussia   | [7-8] |

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**3** Study Sources E and F. Do you think that Bismarck would have agreed with Engels? Explain your answer using the details of the sources and your knowledge.

- Level 1 Describes the sources, no valid comparison [1]
- Level 2 Answers based on provenance - no explanation [2]  
or  
Differences/similarities of detail e.g. they both wanted unity [2]
- Level 3 Asserts that Bismarck saw other reasons for unification, identifies these but does not explain them [3]
- Level 4 Matching or mismatching content of the two sources e.g. both thought economics were important [4-5]  
Include both say smaller states will be destroyed
- Level 5 Cross-references to explain how Bismarck would not agree [6-7]
- Level 6 Level 4 and Level 5 [8]

**4** Study Sources G and H. Does Source G prove that Bismarck was lying in Source H? Explain your answer using the details of the sources and your own knowledge.

- Level 1 Writes about the sources but fails to provide an answer to the question [1]
- Level 2 Assertions about change of mind, not by Bismarck, reported later [2]
- Level 3 Yes – because they differ (explained), or No – they are not mutually exclusive (explained) [3-4]
- Level 4 Explains problems with G [5-6]  
e.g. reported by Disraeli to the Count, Count writing 24 years later, why would Bismarck tell someone his plans?
- Level 5 Cross-references to evaluate G to judge H [7-8]  
or  
Cross-references to evaluate H and explains that G is irrelevant [7-8]

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- 5** Study Sources I and J. Does Source J make you surprised by what is said in Source I? Explain your answer using details of the sources and your knowledge.
- Level 1 Uses sources - does not answer the question [1]
- Level 2 Misunderstands J (uses first sentence) to match I and J [2-3]
- Level 3 Surprised because J says it was not economic factors, I says it was or Surprised because they differ over economic strength [4-5]
- Level 4 Reconciles sources – they do not necessarily disagree because they mention different aspects of economic factors [6-7]
- Level 5 Cross-references to either support J or to reject I. – must state that this makes them surprised by I. [8]
- 6** Study all the sources. 'Economic factors brought about the unification of Germany.' Do the sources support this view? Use the sources to explain your answer.
- Level 1 No valid source use [1-3]
- Level 2 Uses sources to support or reject the statement [4-6]
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