

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0470 HISTORY

0470/23

Paper 2, maximum raw mark 50

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19th Century topic

WAS GERMAN UNIFICATION ACHIEVED BY FORCE OR BY DIPLOMACY?

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

- Level 5** Compares big messages
i.e. A says it's mainly war, B says it's diplomacy
- Level 4** Agreement and disagreement of detail or sub-messages [5–6]
- Level 3** Agreement or disagreement of detail or sub-messages [3–4]
- Level 2** Identifies information that is in one source but not in the other, or states that the sources are about the same subject [2]
- OR**
- Compares the provenance of the sources [2]
- Level 1** Writes about the sources but makes no valid comparison [1]
- Level 0** No evidence submitted or response does not address the question [0]

2 Study Source C. Why did Bismarck make this speech at that time? Explain your answer using details of the source and your knowledge.

- Level 6** Explains Bismarck's purpose in context as a reason [6–7]
- Level 5** Explains Bismarck's purpose as a reason [5]
- Level 4** Uses knowledge to explain the context as a reason [4]
- Level 3** Identifies context/purpose as reason for speech – not developed [3]
e.g. Bismarck had just come to power, Bismarck's intention to unify Germany
- Level 2** Interprets source or describes the context – but not used as a reason for making the speech [2]
- Level 1** Simply repeats content of source [1]
- Level 0** No evidence submitted or response does not address the question [0]

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3 Study Sources D and E. How far would these two cartoonists have agreed with each other? Explain your answer using details of the sources and your knowledge.

Level 6	Compares big messages – compares the points of view of cartoonists – disapproves of Prussia in D but disapproves of Prussia and Austria in E	[7–8]
Level 5	Compares partial big message – compares the points of view of cartoonists – disapproval of Prussia	[6]
Level 4	Compares valid sub-messages	[5]
Level 3	Interprets message(s) of one of both sources – no valid comparison	[3–4]
Level 2	Answers based on use of undeveloped provenance	[2]
Level 1	Surface comparisons	[1]
Level 0	No evidence submitted or response does not address the question	[0]

4 Study Source F. Are you surprised by Source F? Explain your answer using details of the source and your knowledge.

Level 7	Uses contextual knowledge to explain why not surprised a Liberal would criticise Bismarck (understands complexity of Liberal position)	[7–8]
Level 6	Uses contextual knowledge to explain why surprised	[6]
Level 5	Compares to other sources to explain surprise/no surprise	[5]
Level 4	Identifies a reason why surprise/not surprise because the writer is nationalist/Prussian/liberal	[4]
Level 3	Assertions based on everyday empathy/common sense	[3]
Level 2	Valid analysis of source but fails to state whether surprised or not	[2]
Level 1	Writes about sources but fails to address the question	[1]
Level 0	No evidence submitted or response does not address the question	[0]

5 Study Sources G and H. Why did Bismarck react as he did in Source H? Explain your answer using details of the sources and your knowledge.

Level 4	Uses contextual knowledge to explain why Bismarck reacted in this way	[6–8]
Level 3	Explains Bismarck’s reaction (on the basis of Source G)	[4–5]
Level 2	Explains context only	[2–3]
Level 1	Writes about H but fails to address question	[1]
Level 0	No evidence submitted or response does not address the question	[0]

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6 Study all the sources. How far do these sources provide convincing evidence that German unification was brought about by diplomacy? Use the sources to explain your answer.

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 mark per source).
- Source use must be referenced 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, G	A, B, C, D, E, F, H

Level 2 Uses sources to support or reject the statement [4–6]

Level 1 No valid source use [1–3]

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

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20th Century topic

WAS THE MARSHALL PLAN DESIGNED TO BENEFIT THE USA?

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

Level 5 Compares big messages [6–7]
i.e. A says the MP was for US benefit while B says it benefited both US and Europe or it benefited Europe most

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

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

Agreements include:

- Economic collapse will let Communism into Europe
- Communism a threat to Europe
- American and European interests were the same
- The MP will benefit the USA
- The US was working in its own interests
- The Soviets (Stalin) rejected the Plan
- The MP was designed for recovery
- British politicians like Churchill and Bevin supported the MP

Disagreements include:

- In A the MP is anti-Soviet
- In B Stalin rejects it
- In A Europe is Americanised while in B Europe is not
- A says it was created only for Western Europe
- B says it was for the whole of Europe

Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject [2]

OR

Compares the provenance of the sources [2]

Level 1 Writes about the sources but makes no valid comparison [1]

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

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2 Study Source C. How useful is this source as evidence about the Marshall Plan? Explain your answer using details of the source and your knowledge.

- Level 7** Argues source is useful as evidence of purpose, e.g. to persuade people in Eastern Europe that the Marshall Plan is for US good only [7–8]
- Level 6** Contextual evaluation to reject source [6]
- OR**
- Cross-references to knowledge or other sources to confirm or question the big message [6]
- OR**
- Uses source as evidence of Communist view of Marshall Plan [6]
- Level 5** Uses big message as the reason why it is useful (must have US exploiting Europe through Marshall Plan) [5]
- Level 4** Uses valid sub-message as the reason why it is useful [4]
- Level 3** Explains what the sources fails to tell us about Marshall Plan [3]
- Level 2** Undeveloped use of provenance [2]
- OR**
- Interprets cartoon but fails to state whether useful or not [2]
- Level 1** Unsupported assertions or uses source for surface details [1]
- Level 0** No evidence submitted or response does not address the question [0]

3 Study Sources D and E. How far does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.

- Level 7** Compares the sources and evaluates both to explain whether surprised [8]
- Level 6** Compares the sources and evaluates one to explain whether surprised [6–7]
- Level 5** Compares Sources C and D to explain whether surprised/not surprised [4–5]
- Level 4** Assertions based on everyday empathy to explain whether surprised [4]
- Level 3** Undeveloped provenance used to say whether surprised [3]
- Level 2** Valid analysis of sources but fails to state whether surprised or identifies something to be surprised about but no valid explanation [2]
- Level 1** Writes about sources but fails to address the question [1]
- Level 0** No evidence submitted or response does not address the question [0]

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4 Study Sources F and G. How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.

- Level 7** As for Level 6 but qualifies answer with a difference e.g. in F there is opposition in US to the Plan, in G Stalin is being criticised for rejecting the Plan [8]
- Level 6** Compares big messages – compares the points of view of cartoonists – the Marshall Plan was good for Europe [6–7]
- Level 5** Compares valid sub-messages (includes big message in one and sub-message in the other) [5]
- Level 4** Interprets big message of one/both sources – no valid comparison [4]
- Level 3** Interprets valid sub-message of one of both sources – no valid comparison [3]
- Level 2** Answers based on use of undeveloped provenance [2]
- Level 1** Surface comparisons [1]
- Level 0** No evidence submitted or response does not address the question [0]

5 Study Source H. Why did Vyshinsky make this speech at that time? Explain your answer using details of the source and your knowledge.

- Level 7** Explains purpose in context of 1947. [7]
- Level 6** Explains the purpose of the cartoon – to turn opinion against the Marshall Plan (must have intended impact on audience) [6]
- Level 5** Explains the big message critical of MP because its bringing about US control, will divide Europe, make Europe capitalist [5]
- Level 4** Explains a valid sub-message [4]
- Level 3** Explains context only – fails to explain message or purpose of source [3–4]
- Level 2** Interprets source or describes the context – but not used as a reason for making the speech [2]
- Level 1** Writing about the source but fails to address question [1]
- Level 0** No evidence submitted or response does not address the question [0]

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6 Study all the sources. How far do these sources provide convincing evidence that the Marshall Plan was designed to benefit the US? Use the sources to explain your answer.

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 mark per source).
- Source use must be referenced 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, D, H	A,B,E,F,G

Level 2 Uses sources to support or reject the statement [4–6]

Level 1 No valid source use [1–3]

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