

**MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers**

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, 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.

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

CIE is publishing the mark schemes for the May/June 2009 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
	IGCSE – May/June 2009	0470

NINETEENTH CENTURY OPTION

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

- Level 1 Writes about the sources but no valid matching (1)
- Level 2 Claims the sources are different because of information that is in one but not in the other (2)
- Level 3 Matches or mismatches on detail (3–4)
- Level 4 Matches and mismatches detail (5)
- Level 5 Explains that Source A is only change, but Source B is continuity and change (6)
- Level 6 Compares the tone of the two sources – Source A has mixed feelings while Source B is happy about the changes (7)

2 Study Sources C and D. How far do these two sources show that attitudes in Japan had not changed much between 1825 and 1855? Explain your answer using details of the sources and your knowledge.

- Level 1 Writes about the sources but no comparison (1)
- Level 2 Compares details – but no attitudes compared (2)
- Level 3 Compares attitudes of the people being described e.g. in Source C they are interested in Western ideas, in Source D they are not. (3)
- Level 4 Similarity or differences of attitudes of the authors (4–5)
- Level 5 Similarity and difference of attitudes of the authors (6–7)
- Level 6 There is no change in the attitude of hostility to change – as shown by the fact that the author of D is not allowed to publish (8)

Page 3	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2009	0470

3 Study Sources E and F. How far does Source E prove that Source F is correct? Explain your answer using the source and your knowledge.

- Level 1 Describes sources but no matching (1)
- Level 2 Undeveloped provenance on Source E or F e.g. E does not prove it because it is British, therefore biased. (2)
- Level 3 Compares content of sources to match or mismatch e.g. In E they approve, in F they do not approve. (3–4)
- Level 4 Compares content of sources to match and mismatch (5)
- Level 5 Compares attitudes of authors to westernisation to say if E proves F is right (6)
- Level 6 Evaluates provenance of E to dismiss F
or
Cross-references to evaluate E or F (must answer the question)
(allow both interpretations of both sources in L3 and above) (7)

4 Study Source G. Why do you think this photograph was taken at this time? Explain your answer using the source and your knowledge.

- Level 1 Describes the photograph – no reason given (1)
- Level 2 To make fun of the Samurai (2)
- Level 3 To show details/information about the Samurai (3–4)
- Level 4 Because of the social status/importance of the Samurai i.e. because of the respect people felt for them. (5)
- Level 5 Context – because of the modernisation of Japan/other developments going on at the time (6)
- Level 6 Because the Samurai were disappearing – need for a record of them (7)
- Level 7 Because of the photographer's attitude towards the decline of the Samurai (8)

Page 4	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2009	0470

5 Study Sources H and I. Which source would be more useful to a historian studying the modernisation of Japan? Explain your answer using the sources and your knowledge.

- Level 1 Writes about the sources but does not answer the question (1)
- Level 2 Undeveloped provenance – type of source or where it comes from (2)
- Level 3 Uses contextual knowledge to explain limitations of source(s) as evidence about modernisation of Japan (3)
- Level 4 Answers based on information – what the sources tell us (needs to be about modernisation) (4–5)
- Level 5 Utility judged on evaluation of reliability of sources (6–7)
- Level 6 Uses source(s) as evidence about the person who produced it (8)

6 Study all the sources. Do these sources provide convincing evidence that Japan adopted western ideas uncritically? Use the sources to explain your answer.

- Level 1 No valid use of sources (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 for evaluation of sources (no more than 1 per source)

Source use must be reference to the source by letter, by provenance, or by direct quote. There must be examples from source content.

Use N in the margin for each source support of the statement, and a Y for each source rejection of the statement.

Page 5	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2009	0470

TWENTIETH CENTURY OPTION

1 How far do these two sources agree? Explain your answer using details of the sources.

- Level 1 No valid match between sources, which are simply described. Include the invalid match that both contain economic motives (1)
- Level 2 Claims sources are different because one has information which is not mentioned in the other (2)
- Level 3 Matches sources on details within them. Does not include the motives for intervention (3)
- Level 4 Matches or mismatches between the sources regarding the motives for German intervention (4–5)
- Level 5 Matches and mismatches regarding the motives (6–7)

2 Study Source C. Do you believe what Goering says in this source? Explain your answer using details of the source and your knowledge.

- Level 1 Identifies points which are believed/not believed i.e. this is what happened, no explanation or Undeveloped provenance (not the trial) (1)
- Level 2 Uses provenance of being on trial to judge believe/not believe (2)
- Level 3 Yes, uses cross-reference to sources/background knowledge of events of the war i.e. must be on material outside Source C (3–5)
- Level 4 No, uses cross-reference to Source A on Goering's role (6–7)
- Level 5 Yes, convincing use of provenance/content together e.g. Goering is boasting, even though he is on trial, so more likely to be telling the truth (8)

Page 6	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2009	0470

3 Study Sources D and E. How would the German ambassador have reacted to the French ambassador? Explain your answer using the details of the sources and your knowledge.

- Level 1 Invalid use of sources (1)
- Level 2 Undeveloped provenance (2)
- Level 3 Answers on the basis of D alone i.e. reactions that any German might have had (3)
- Level 4 Answers based on the contradiction between D and E which assume that the German ambassador would be annoyed/surprised/worried (4–5)
- Level 5 Answers which argue the German ambassador would not be surprised/worried despite the contradiction – because he would think the alliance with Italy was of more importance (6)
- Level 6 L5 supported by contextual knowledge (7)

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

- Level 1 Face value/literal interpretations e.g. surprised he does not notice what is going on (1)
- Level 2 Interprets sub-message/main message, but no valid reason for surprise/not surprise (2–3)
- Level 3 Explains surprised/not surprised based on valid sub-messages e.g. GB did not get involved/did not want to get involved/pretending not to notice i.e. about Britain's actions. (4–6)
- Level 4 Explains not surprised based on main message i.e. that the cartoon is criticising Britain's actions (7)
- Level 5 Explains not surprised that the cartoonist would criticise Britain's actions i.e. realises the cartoon is from the Spanish Republican perspective (8)

Page 7	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2009	0470

5 Study Sources G and H. How far does Source H prove that Wilhelm von Thoma was a supporter of Franco in Source G? Explain your answer using the details of the sources and your own knowledge.

- Level 1 Describes the source(s), no matching (1)
- Level 2 Uses undeveloped provenance to judge yes/no (2)
- Level 3 Yes or No: surface matching/mismatching i.e. of source details (3–4)
- Level 4 Yes and No: both aspects of Level 3 (5)
- Level 5 Yes or No: using overall message of sources on the extent of Franco's dependence (6)
- Level 6 Uses cross-reference to assess reliability of G or H i.e. to other sources/contextual knowledge, to judge Yes/No (7)
- Level 7 Evaluation of G or H on basis of purpose to judge Yes or No (8)

6 Study all the sources. Do these sources provide convincing evidence that Hitler was interested in the Spanish Civil War because he wanted to give his soldiers experience and try out new weapons and tactics. Use the sources to explain your answer.

- Level 1 No valid use of sources (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 for evaluation of sources (no more than 1 per source)

Source use must be reference to the source by letter, by provenance, or by direct quote. There must be examples from source content.

Use N in the margin for each source support of the statement, and a Y for each source rejection of the statement.