

IGCSE HISTORY, NOVEMBER 2002

PAPER 0470/02, MARKING SCHEME

Option A: 19<sup>th</sup> Century Topic

HOW FAR WAS BISMARCK RESPONSIBLE FOR THE UNIFICATION OF GERMANY?

**1. Study Sources A and B. How far do Sources A and B agree? Use the sources to explain your answer.**

- |    |   |       |
|----|---|-------|
| L1 | Unsupported assertions/copies passages from the sources.      | [1-2] |
| L2 | Identifies points occurring in one source, but not the other. | [3]   |
| L3 | Identifies agreement(s) or disagreement(s).                   | [4-5] |
| L4 | Identifies both agreement(s) and disagreements.               | [6]   |

**Agreement**

Zollverein a powerful factor.  
Prussia dominated unification.

**Disagreement**

There were other factors.  
Prussia not automatic leader.

**2 Study Sources C and D. Would Bismarck have approved of the message in Source C? Use the sources and your knowledge to explain your answer.**

- |    |   |       |
|----|---|-------|
| L1 | Unsupported) Assertions.  | [1-2] |
| L2 | Yes via matching C+1) re. German unification <b>or</b> No via mismatch of C+1) re Prussian dominance. | [3-4] |
| L3 | Both aspects of L2.   | [5-6] |
| L4 | No, via contextual knowledge <b>or</b> cross-reference to sources.                                    | [7-8] |

**3 Study Source E. What is the message of this cartoon? Use the cartoon and your knowledge to explain your answer.**

- |    |  |       |
|----|--|-------|
| L1 | Description of surface features of cartoon <b>or</b> "invalid interpretation.  | [1]   |
| L2 | Valid interpretation without support.<br>N.B. "Prussia catching France up" = only 2.   | [2-3] |
| L3 | Valid interpretation with support from detail <b>or</b> with support from context/x-ref.<br>N.B. "Prussia catching up" = only 4. | [4-5] |
| L4 | Both aspects of L3.<br>N.B. Do not allow "Prussia catching up" of this level.<br>Focus must be on France' attitude.              | [6-7] |

**4. Study Sources F, G and H. How far do Sources F and G prove that Prince Hohenlohe (in Source H) was wrong. Use the sources and your knowledge to explain your answer.**

- |    |  |       |
|----|--|-------|
| L1 | Unsupported) assertions/undeveloped) provenance/simple time difference.  | [1-2] |
| L2 | Evaluates it with no reference to F/G <b>and/or</b> evaluates for G with no reference to H.                                  | [3]   |
| L3 | Identifies mismatch between H and F <b>and /or</b> G.  | [4-5] |
| L4 | Level 3 plus evaluation of H, or of F <b>and/or</b> G.   | [6-7] |
| L5 | Uses contextual knowledge to explain how situation was different in 1870, i.e. Growth of Nationalism in Franco-Prussian war. | [8-9] |

**5. Study Source I. Has this source any value for the historian studying the Unification of Germany? Use the source and your knowledge to explain your answer.**

- |    |   |       |
|----|---|-------|
| L1 | Unsupported) assertions <b>or</b> no, it's only a painting.                               | [1-2] |
| L2 | Useful because of what it shows in detail <b>or</b> answers solely based on B's birthday. | [3-4] |
| L3 | Explains limitations of painting.   | [4]   |
| L4 | L2 + L4 Useful information plus limitations.  | [5]   |
| L5 | Not useful because its an interpretation of importance of Bismarck's role so not 'true'.  | [5-6] |
| L6 | Useful because it's an interpretation of importance of Bismarck's role.                   | [7-8] |

**6. Study all the sources. 'Bismarck planned, and was largely responsible for the unification of Germany in 1871. How far do the sources in this paper support this view? Use the sources to explain your answer.**

- |    |  |        |
|----|--|--------|
| L1 | Answers which do not use the sources.                  | [1-3]  |
| L2 | Answers addressing one side supported by sources.      | [4-6]  |
| L3 | Answers addressing both sources, supported by sources. | [7-10] |

Award up to 2 bonus marks for evaluation.

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**Option B: 20<sup>th</sup> Century Topic  
WHY DID THE SOVIET UNION INVADE HUNGARY IN 1956?**

**1. Study Source A. What is the message of this cartoon? Use the cartoon and your knowledge to explain your answer.** [6]

- L1 Describes cartoon, no valid interpretation. [1]
- L2 Valid interpretation – no support. [2-3]
- L3 Valid interpretation – supported by details of source or by cross-reference to knowledge. [4-5]
- L4 Both types of Level 3. [6]

**2. Study Source B, C and D. Does Source D prove that Khrushchev was saying what he really thought in Source D and was lying in Source B? Use the sources and your knowledge to explain your answer.** [9]

- L1 Unsupported assertions or undeveloped use of provenance. [1-2]
- L2 Evaluates D – no reference to B/C or evaluates B/C – no reference to D. [3]
- L3 Uses content of D to explain match/mismatch with B/C (4 marks for B and C). [3-4]
- L4 Shows that D does not necessarily undermine B (for 5 marks must also compare D and C). [4-5]
- L5 Valid matches/mismatches with reliability of B/C evaluated in context. [6-7]
- L6 Evaluates D in context and matches/mismatches with C/B. [8-9]

**3. Study Sources E and F. Explain the differences between these two accounts. Use the sources and your knowledge to explain your answer.** [7]

- L1 Summarises sources – no differences identified. [1-2]
- L2 Describes differences or undeveloped answers based on provenance. [2-3]
- L3 Both types of Level 2. [4]
- L4 Answers based on typicality. [4]
- L5 Answers based on position to know. [5-6]
- L6 Answers based on purpose. [7]

**4. Study Sources G and H. How useful are these sources as evidence for why the Soviet Union invaded Hungary in October 1956? Use the sources and your knowledge to explain your answer.** [8]

- L1 Describes content of sources. [1]
- L2 G doesn't tell us why. [2]
- L3 Not useful – based on undeveloped use of provenance. [2-3]
- L4 Useful for information about USSR's motives (3 marks, for H, 4 for G, 5 for both). [3-5]
- L5 Explains G tells us why then, but H tells us why Hungary– so useful in different ways. [5]
- L6 Developed use of provenance is used to dismiss usefulness  
OR  
Not useful because they disagree – explained [6-7]  
OR  
They are of limited usefulness because don't tell us about other reasons. [6-7]
- L7 They are useful because they tell us what they want others to believe about the invasion. [7-8]

**5. Study Sources I and J: Does Source I show that the promises given by the Soviet Union in Source J were meaningless. Use the sources and your knowledge to explain your answer.** [8]

- L1 Unsupported assertions. [1-2]
- L2 Undeveloped use of provenance. [2-3]
- L3 No – because Soviets changed their mind (based on dates).  
OR  
Evaluates J but not I, or I but not J. [4]
- L4 Yes – explain mis-matches. [4-5]
- L5 I + J do not necessarily conflict. [6-7]
- L6 Evaluation of I to judge promises in J. [8]

**6. Study all the sources. How far do the sources in this paper support the view that the Soviet Union invaded Hungary in 1956 to help the Hungarian people? Use the sources and your knowledge to explain your answer.** [12]

- L1 No valid source use. [1]
- L2 Uses sources to support or reject the hypothesis. [4-6]
- L3 Uses sources to support and reject the hypothesis. [7-10]

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

Source use in L2 and 3 must be reference to a source by letter, provenance or direct quote. There must be an explanation of how the source content supports/ rejects the hypothesis.

Use Y in margin for each source support of the hypothesis, an N for each source rejection of it.