

IGCSE HISTORY, NOVEMBER 2001 EXAMINATION

PAPER 0470/2, MARKING SCHEME

Option B: 20th Century Topic
WHY DID THE LEAGUE OF NATIONS FAIL
OVER THE ITALIAN INVASION OF ABYSSINIA?

1 Study Sources A and B. How far do these two sources agree with each other?
Explain your answer. [6]

- L1 NO MATCHING [1]
These answers tell you what the sources say, but do not identify agreements/disagreements. They might think they are matching, but they aren't.
OR
MISINTERPRETS QUESTION AS ASKING WHETHER SOURCES AGREE WITH e.g. THE LEAGUE, RATHER THAN WITH EACH OTHER
- L2 ONE SAYS SOMETHING WHICH THE OTHER DOES NOT [2]
Not a genuine contradiction/disagreement
- L3 GENUINE SIMILARITIES OR DIFFERENCES OF DETAIL [3-4]
One = 3 marks, Two = 4 marks
- L4 SIMILARITIES AND DIFFERENCES OF DETAIL [5]
- L5 DIFFERENCES OF ATTITUDE/TONE [6]
e.g. B is much more hostile towards Britain/France.

2 Study Source C. What is the message of this cartoon? Explain your answer, referring to details of the cartoon. [7]

- L1 DESCRIBES SURFACE FEATURES OF THE CARTOON [1]
- L2 MISINTERPRETATIONS [2-3]
e.g. GB/France are trying to restrain Italy.
3 marks if supported from the source.
- L3 ANSWERS WHICH ASSUME THAT INVASION OF ABYSSINIA HAS ALREADY HAPPENED [4-6]
e.g. makes reference to Hoare-Laval Pact
OR
VALID INTERPRETATIONS
In this level, award 4 marks if there is no support from the source, and 5-6 marks if supported.
- L4 VALID INTERPRETATIONS EXPLAINED IN CONTEXT [7]
i.e. correct context.

3 Study Sources D and E. Does Source E mean that Mussolini would have agreed with the cartoon (Source D)? Explain your answer. [7]

- L1 ANSWERS BASED ON PROVENANCE [1]
 e.g. *D is a British cartoon, of course he wouldn't agree*
 OR
 DESCRIBES SOURCES, NO MATCHING
- L2 ANSWERS BASED ON THE CONTENT OF SOURCE D ALONE [2-3]
 e.g. *Of course not, it says he's mad.*
- L3 REJECTS SOURCE D USING CROSS-REFERENCE OR CONTEXTUAL KNOWLEDGE [3-4]
 The idea is that Mussolini was *not* really worried about oil.
- L4 VALID MATCHES [5]
 Both say that oil was crucial, so would agree.
- L5 VALID MATCH ON OIL, PLUS A QUALIFICATION [6]
 i.e. agree *and* disagree.
- L6 REJECTS SOURCE E USING CROSS-REFERENCE OR CONTEXTUAL KNOWLEDGE [7]

4 Study Sources E and F. Does Source F prove that E was wrong? Explain your answer. [8]

- L1 WRITES ABOUT THE SOURCES [1]
- L2 IDENTIFIES SIMILARITIES/DIFFERENCES OR EVALUATES SOURCE(S) BUT WITHOUT ADDRESSING THE ISSUE OF PROOF [2-3]
 OR
 EVALUATION BASED ON PROVENANCE ALONE
 e.g. *It can't, it's just a school exercise.*
- L3 JUDGEMENTS BASED ON COMPARISON OF CONTENT [4-5]
 i.e. *it proves it's wrong or right, or it can't constitute proof*
- L4 BOTH ELEMENTS OF L3, i.e. *WRONG AND RIGHT* [6]
- L5 JUDGEMENTS BASED ON EVALUATION OF SOURCE(S) [7-8]
 Use of *cross-reference/language of source/purpose etc.*
 One source evaluated = 7 marks, both sources = 8 marks.

5 Study Sources G and H. Would members of the League of Nations have agreed with Haile Selassie (Source G) or with the Italian government (Source H)? Explain your answer. [6]

- L1 WRITES ABOUT THE SOURCES [1]
- L2 FACE VALUE ACCEPTANCE OF SOURCE H [2]
 The League would like it
 OR
 THE LEAGUE WOULD NOT LIKE HAILE SELASSIE BECAUSE HE'S INSULTING THEM
- L3 ANSWERS BASED ON WHETHER OR NOT THE SOURCES ARE FACTUALLY CORRECT [3]
- L4 ANSWERS BASED ON GROUNDS OF HISTORICAL PLAUSIBILITY [4-5]
 OR
 THEY WOULDN'T AGREE WITH H BECAUSE IT'S OBVIOUSLY A BLATANT LIE/PROPAGANDA
 In this level only one source is being used.
- L5 BOTH SOURCES USED AT L4 [6]

6 Study Source I. How useful is this cartoon to an historian studying the League of Nations? Use details of the cartoon to help you explain your answer. [6]

- L1 ANSWERS BASED ON PROVENANCE [1]
- L2 USEFUL FOR INFORMATION IT GIVES [2-3]
 No interpretation of the cartoon. Answers on detail of cartoon. Include answers which say *not* useful because of what it does not tell you about the League.
 OR
 USEFUL BECAUSE IT TELLS US WHAT THE GERMANS THOUGHT Undeveloped, i.e. doesn't tell you what it was they thought.
- L3 UTILITY BASED ON AN INTERPRETATION OF THE CARTOON [3-4]
 These answers are not aware of the perspective of the cartoon as an issue.
- L4 INTERPRETATION PLUS A QUALIFICATION [5]
 i.e. Useful, but utility limited e.g. by provenance/what it does not tell you etc.
- L5 USEFUL BECAUSE IT GIVES YOU THE GERMAN PERSPECTIVE ON THE LEAGUE [6]
 Must say what this is.

7 Study *all* the sources. How far do the sources show that Britain and France were to blame for the League's failure in the Abyssinian crisis? Explain your answer. [10]

L1 WRITES ABOUT THE CRISIS, NO VALID SOURCE USE [1-2]

L2 USES SOURCES TO SHOW THEY WERE OR WERE NOT TO BLAME [3-5]

L3 USES SOURCES TO SHOW THEY WERE *AND* WERE NOT TO BLAME [6-8]

Notes

- (a) Up to 2 bonus marks for any sources not used at face value (no more than one per source, i.e. 1+1)
- (b) Source *USE* (i.e. L2 and L3) must be reference to a source by letter or direct quote. This must be accompanied by an indication of *how* the source content shows blame/no blame. Merely writing about events which are covered in the sources is NOT enough.
- (c) Use *Y* in the margin for each source which shows they were to blame, and *N* for each source that shows they were not (this will include someone else being to blame).
- (d) If sources are grouped together, then whatever statement is made about their *content* must apply to *all* the sources in the group, or the reference is not valid.
- (e) Many of these sources can be used either way – *how* they are used is what is important.

OUTLINE MARK SCHEME FOR 0470/2 19TH CENTURY OPTION

- Q1 L1 Repeats information in source – no selection made to answer question set. [1]
 OR
 Unsupported assertions
- L2 Explains ways in which source does justify the decision
 OR
 Explains ways in which source shows decision not justified [2-3]
- L3 Both types of L2 [4]
- L4 As L3 but also makes supported conclusion about ‘how far’[5]
- Q2 L1 Undeveloped answers based on provenance [1]
- L2 Useful for the information it gives [2-3]
- L3 Useful for inferences that can be drawn from poster [3-4]
- L4 As L3 with a qualification [5]
- L5 Useful because it gives you an insight into the attitudes of Northerners towards slavery and causes of war [6]
- Q3 L1 Unsupported assertions or answers that do not answer Question e.g. describe sources [1]
- L2 Answers that get the sources the wrong way round but There is some validity to something they say [2-3]
- L3 Answers that provide valid explanation for one source [4-5]
- L4 Answers that provide valid explanation for both sources [6-7]
- Q4 L1 Answers that fail to use content of source, e.g. published for an election campaign [1]
 OR
 Repeats information in source – no selection or explanation
- L2 Explains poster’s attitude towards Lincoln or explains purpose – to stop Lincoln being elected [2-3]
- L3 Uses contextual knowledge to explain why they do not want Lincoln elected [4-5]
- L4 Uses contextual knowledge to explain why 1860 [6]

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| Q5 | L1 | Unselected repeating of information in sources | [1-2] |
| | L2 | Identifies agreements or disagreements but does not explain | [2-3] |
| | | OR | |
| | | Gives only surface differences | |
| | L3 | Compares two sources in valid way – only agreement or disagreement | [4-5] |
| | L4 | As L3 but finds agreement and disagreement | [5-6] |
| | L5 | Compares three sources in valid way | [7-8] |
| Q6 | L1 | Unsupported assertions or unselected repeating of content | [1] |
| | L2 | Answers based on surface information – yes lying because Different | [2-3] |
| | L3 | Not lying – just changed his mind | [3-4] |
| | L4 | Explains differences between sources by explaining his purpose at that time – for one source | [5-6] |
| | L5 | As L4 – explains his purpose for both sources | [7-8] |
| Q7 | ms as for 20 th century ms | | |