



Example Candidate Responses

Cambridge IGCSE[®]

History **0470**

Paper 2





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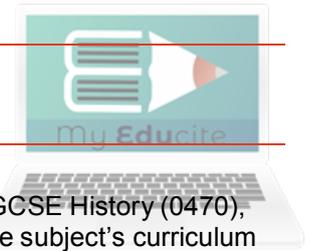
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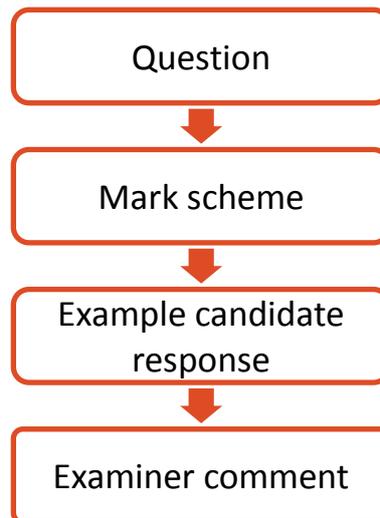
Introduction



The main aim of this booklet is to show the standards for those teaching Cambridge IGCSE History (0470), and how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

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In this booklet candidate responses have been chosen to exemplify a range of answers. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers. . For ease of reference the following format for each component has been adopted:



Each question is followed by an extract of the mark scheme used by examiners. This is then followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their marks.

This document illustrates the standard of candidate work for those parts of the assessment which help teachers assess what is required to achieve marks beyond what should be clear from the mark scheme. Some question types where the answer is clear from the mark scheme, such as short answers and multiple choice, have therefore been omitted.

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at <https://teachers.cie.org.uk>

How to use this booklet

Question 3

3. (a) What was the Freedmen's Bureau?

Real exam paper question

You can use these to create homework or create mock exams for your learners.

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Mark scheme

3 (a) What was the Freedmen's Bureau?

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

Level 1: General answer

e.g. "This was an organisation set up to help people improve their lives."

Level 2: Describes events

e.g. "The Freedmen's Bureau was established by Congress in March 1862 to provide help to newly released southern black slaves. It gave out medical supplies to African Americans but also to white southerners affected by the civil war. Freedmen Bureau schools were constructed and 250 000 African American children. However, the Bureau was dismantled in 1872 due to pressure from some members of Congress who opposed it."

Mark scheme shows you the basis on which examiners award marks. It helps you understand the levels required and gives you break down of marks and possible example of answers given.

Use them as part of mock exams to ensure your marking is up to Cambridge standards!

Example candidate response – high

3	a	In the 1800s, the Freedmen's Bureau was formed. Its goals were to help and minister with education, daily life. They provided people wanted an education with one. provided former slaves with free clothes, food, and blankets. The Bureau was organized to help these African Americans and other minorities in need of help.
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Answers by real candidates in exam conditions. These show you the types of answers for each level.

Discuss and analyse the answers with your learners in the classroom to improve their skills.

Examiner comment – high

3 (a) The candidate shows a good understanding of the work of the Freedmen's Bureau formed after the end of the Civil War. They are able to describe how the Bureau provided economic help and that it was targeted at former slaves. To gain full marks the candidate included more specific information about the work of the Bureau or the length of time it operated.

Mark awarded = 4 out of 5

Examiner comment indicates the overall quality of response (high, middle, low) and explains the strength and weaknesses of each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine exam technique.



Assessment at a glance

All candidates take three components. All candidates take Paper 1 and Paper 2, and choose either Component 3 or Paper 4.

All candidates take:		and:	
<p>Paper 1 Written paper 60 marks</p> <p>2 hours 40%</p> <p>Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Study)</p> <p>All questions are in the form of structured essays, split into three parts: (a), (b) and (c)</p> <p>Externally marked</p>		<p>Paper 2 Written paper 50 marks</p> <p>2 hours 33%</p> <p>Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic. The prescribed topic changes in each examination session – see Section 4 of the syllabus</p> <p>Externally marked</p>	
All candidates take either:		or:	
<p>Component 3 Coursework 40 marks</p> <p>27%</p> <p>Candidates produce one piece of extended writing based on a Depth Study from the syllabus or a Depth Study devised by the Centre</p> <p>Internally assessed/externally moderated</p>		<p>Paper 4 Written paper – Alternative to Coursework 40 marks</p> <p>1 hour 27%</p> <p>Candidates answer one question on a Depth Study.</p> <p>Externally marked</p>	

Paper 2



Question 1

1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

SOURCE A

Using as his excuse the French-Soviet Pact, Hitler sent a token force of 22 000 troops into the Rhineland. As they marched the inhabitants of German cities were at first stupefied and then jubilant. Laughing girls showered the soldiers with flowers. Many Rhinelanders expected the French to retaliate and the German Defence Minister was ashen-faced with anxiety. Hitler offered a 25-year non-aggression pact with France but that evening 15 000 stormtroopers paraded in Berlin singing 'For today we own Germany and tomorrow the entire world'.

This was exactly what the French feared. The French Prime Minister broadcast a reply. If acts like this were permitted, he said, there could be no peace; France would neither negotiate under menace nor let 'Strasbourg once again come again under the fire of German guns'. However, at this time concession was almost inevitable. Germany's occupation of the Rhineland was one of the most heavily telegraphed moves in Europe since 1918, yet French governments had made no plans to react and the government at the time was surprised. The French army was organised for defence and did not possess a single unit ready for combat.

Most of the government ministers were equally passive and France's British ally could not accept the risk of war. However, what ultimately paralysed France was the state of public opinion. The vast bulk of the population were revolted at the prospect of another war. This was the most frequent comment heard on the streets of Paris, and seen in newspapers that the French rushed out to buy. 'Above all, no war,' announced 'L'Action Française'.

From a history book published in 2000.

SOURCE B

During February the British were considering the dangerous question of the demilitarised zone, though no immediate German move was expected. As it became clear that Hitler would soon grab his prize, the British government began to think about using the Rhineland as a bargaining chip. The British government would abandon its commitments with regard to the Rhineland, in an agreement with Germany negotiated behind France's back.

Hitler achieved the full measure of surprise that he intended when the invasion took place on 7 March. 22 000 German soldiers entered the demilitarised zone. They were joined by paramilitary forces numbering some 14 000 who had been infiltrated earlier.

There does not seem to have been any real anxiety in the German High Command about the situation, despite Hitler's momentary loss of nerve on 5 March. The successful military coup was accompanied by a peace offer intended to emphasise the peaceful nature of the Rhineland occupation.

The French Prime Minister, in a broadcast to the French people, asserted that Strasbourg would not be left under German guns. His resolute words fell flat. The reaction of French newspapers was remarkably calm, reflecting the mood of most of the French public.

The French government agreed that France would not engage in isolated action but there were differences between France and Britain about the best policy to follow. In the belief that the French wanted firm action, the British government favoured quick condemnation of the German move and the early opening of talks (that is, strong words but no retaliation). When the French appealed to the League, Goebbels wrote in his diary on 7 March, 'France will involve the League. Fine! It will not act. Nothing else matters.' It soon became clear that there would be little pressure from League members for retribution. There was no promise of any participation in collective action. Hitler had every reason for confidence. Nor did the response of the League's members suggest that he would be challenged in the future.

From a history book published in 2011.



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Mark scheme



1 Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources. [7]

Level 5 Compares big messages over who was to blame that nothing was done about the German action. In A France is blamed, in B they can say Britain and the League are blamed, or Britain, the League and France or that the failure was collective [7]

Agreements include

- 22 000 troops
- Hitler offered a non-aggression pact to France
- Britain was unwilling to risk war, Britain was unwilling to act
- The French PM made a broadcast
- The French PM said something would be done
- It did not lead to war or nobody did anything about it
- French would not let Strasbourg be under threat from German guns
- Germany had a good chance of success
- France was passive
- The German move was a surprise
- Germany got away with it easily

Disagreements include

- A – some Germans (or Germans in positions of authority) were anxious, B – some were not OR some Germans were anxious, some were not
- A – French population worried, B – they were calm, so not worried
- A – France did not act because of public opinion, B – did not act because of Britain and the League (nothing about who was to blame)

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

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

Level 0 No valid response [0]

Example candidate response – high



On the surface, it appears that sources A and B may agree. They certainly agree that Germany's remilitarisation was a surprise, as source A says that 'the government at the time was surprised', and B says that Hitler ~~achieved the full measure of surprise~~ in ~~his invasion~~ sending in troops. Therefore, at least to the French government, the sources agree that the remilitarisation was a surprise. The sources also agree that Hitler tried to appear as peaceloving by offering a '25-year non-aggression pact', as source A says, while B says that the coup was 'accompanied by a peace offer'. Therefore, the sources agree on the details of the remilitarisation and Hitler's attempt at seeming peaceful.

However, the sources do not ultimately agree. They disagree over ~~E~~ whether the German commanders were worried about the operation. Source A says that ~~they~~ the Defence Minister was 'ashenfaced with anxiety', while B says that there was not 'any real anxiety'; a clear contradiction as B says they had no fear, while A contests that they were indeed worried. Another disagreement is over the reaction of the French newspapers. Source A says that one said 'Above all, no war', while B says that they were remarkably calm. This is a disagreement as A shows a horrified and scared headline, while B says the opposite.

To conclude, although the sources agree on some details, including the surprise of the remilitarisation to the French, they ultimately disagree as A shows ~~them~~ German commanders as extremely worried, while B says that they were mostly calm and confident.



Examiner comment – high

In this response the candidate identifies two valid agreements and two valid disagreements between Sources A and B. They avoid summarising both sources. Instead, the question is directly addressed with the first agreement being identified in the second sentence, i.e. ‘that both sources say that German remilitarisation was a surprise’. The candidate then supports this by using appropriate quotations from both sources. A second agreement is then identified – that Hitler made an offer of peace to France. This is also supported by quotations from both sources. A valid disagreement between the two sources is then identified and supported – about whether there was any anxiety amongst the Germans. This is followed by a second disagreement over whether the French were worried or calm.

The explanation of the agreements put the answer in Level 3 of the mark scheme, while the disagreements move it up into Level 4. The number of agreements and disagreements, as well as the quality of the explanations, means that the answer is awarded 6 marks in Level 4. The whole answer is focused, and relevant explanations of agreements and disagreements are clear and concise and supported by quotations from the sources. To achieve full marks the candidate needs to move away from comparing details to comparing the sources for who is to blame about nothing being done about German actions in the Rhineland. The candidate needs to explain that Source A blamed only France while Source B placed blame on a number of culprits including Britain, France and the League of Nations.

Mark awarded = 6 out of 7



Example candidate response – middle

Sources A and B both completely agree about the issue being addressed. Both sources are from history books from the 21st Century and have the hindsight of the situation. The message of the sources indicate that the move Germany pulled on the Rhineland was not taken seriously by the other European nations as they condemned the action but nothing more so that there was little chance of starting another war which was against the interest of the public as mentioned in both sources about the attitude of the French people. Because both sources detail a similar message, it is certain that they agree.

Examiner comment – middle

This response begins by correctly stating that both sources are from twenty-first century history books. Later in the answer a valid agreement is stated, i.e. that nothing was done about the German remilitarisation of the Rhineland. An attempt is then made to identify and explain an agreement about the attitude of the French public but this is too vague and not supported by both sources. This places the response in Level 2 of the mark scheme.

To achieve a higher mark the candidate needs to either explain another agreement or explain a disagreement between the two sources. Other agreements include: there were 22 000 German troops, the British were unwilling to act and the French claimed they would not let Strasbourg be threatened by German guns. For a disagreement the candidate could have explained that Source A says that the reason why France did not act was public opinion, while Source B states it was because of Britain and the League of Nations.

Mark awarded = 3 out of 7



Example candidate response – low

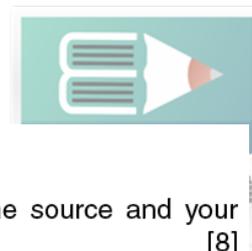
In source A it had said that the French were feared of Germany, but they did not want Germany to have Rhineland. On the other hand the French government did not make any plans to react, all they did was organised for defence. Also British could not accept the risk of war.

Source B had similar meaning as source A. Britain had made an agreement behind France's back with Germany. France did not want Germany to have the land, but when they considered again they have decided not to act.

Examiner comment – low

This response summarised the two sources separately. Some of the main points in each source are correctly identified but there was no direct comparison of the content of the sources. The answer is placed in Level 1 of the mark scheme. An assertion is made that the sources have a similar meaning but to move to Level 2 this claim needs to be supported by matching points from both sources.

Mark awarded = 1 out of 7



Question 2

2 Study Source C.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

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SOURCE C



An American cartoon published in March 1936.

Mark scheme

2 Study Source C. What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

Level 5 Interprets big message of cartoon – must have point of view [7–8]
 Russia, France and Germany were all warmongers OR a criticism of European militarism generally

Level 4 Explains cartoonist's point of view based on sub-message [6]
 e.g. criticises Russia and France for being aggressive towards Germany

Level 3 Interprets sub-message of the cartoon – no point of view [3–5]
 e.g. Germany was strong militarily, Germany was weak, Germany was a victim

Level 2 Misinterpretation of the cartoon [2]

Level 1 Surface description of the cartoon [1]

Level 0 No valid response [0]



Example candidate response – high

The message of the Source is to criticise Germany as well as ~~slightly~~ criticise France and Russia. Germany is ~~depicted~~ as a Nazi soldier carrying vast amounts of weapons. *This shows the aggressive policy of Germany and that is being criticised. Surrounding the German is France and Russia showing the mutual assistance pact of 1935. * This blocking in of Germany shows the aggression of the German on his face as well as seemingly aggressive France and Russia. Therefore the American cartoonist is trying to show ~~the~~ aggressive Europe was and to criticise this. The cartoon was published soon after Hitler sent troops into the Rhineland as a result ~~therefore~~ this cartoon shows this by the aggressive German shown by carrying a lot of weapons. This cartoonist is therefore praising ~~backing-up~~ the American cartoonist approach by showing the aggressive nature of Europe.

*at end of

* The blocking in of Germany represents France and Russia blocking in Germany as preventing a war on two fronts.

Examiner content – high

This is an excellent response. Candidates were asked to interpret and explain the cartoonist's message. This candidate clearly understands and can explain the cartoonist's message. Right at the beginning of the answer there is an explanation of the cartoonist's point – that France, Russia and Germany are all being criticised. This is supported using the source. Later the candidate is able to move to the top level of the mark scheme by stating that the cartoonist is criticising Europe as a whole, rather than a particular country. The candidate also points out that the cartoon is American and is therefore likely to be critical of Europe because of American isolationism at the time. The answer is focused and relevant throughout. The candidate does not waste time by describing the source; instead the question is directly addressed from the first sentence of the response.

Mark awarded = 8 out of 8



Example candidate response – middle

The overall message of Source Ce is showing that the Germans are dangerous and that they can easily break through the Soviet and French alliance that is currently holding them in. The source shows two men representing France and Russia encircling the German man with their arms and represents the mutual assistance pact signed in April 1935. The arms are seeming to be quivering which shows the weakness of the Pact as well as the fact that the hands seem to be slipping which further emphasises the fragile nature of the alliance. It also shows ~~to~~ that the alliance is not strong enough to restrain the strong, heavily armed German man in the middle. The title of the source 'Ring-Around-the-Nazi' shows that the French and Russians think of it as a game and don't take Germany seriously. This is supported by the insane looks that they both have on their faces which shows that they are deluded. The reason why the cartoonist might have these opinions is because by 1936, Hitler's military could be seen in March 1935 when he began publically naming and had 500,000 troops and his aggressive motives could be seen in Mein Kampf in 1924 when Hitler wanted to achieve *lebennauum* in the east and ultimately world domination. Essentially, the source message is that the threat of the Germans have been underestimated and the alliance between Russia and France is weak.

Examiner comment – middle

Much of this response is at Level 3. It includes a good interpretation of one of the cartoon's messages, i.e. that the alliance between France and Russia is not strong enough to restrict Germany and that Germany has been underestimated. The response is supported with relevant contextual knowledge and is certainly good enough to be placed at the top of Level 3. However, there are hints in several places that the candidate is also considering the point of view of the cartoonist. There is some explanation that Germany is being criticised because remilitarisation makes it dangerous. None of this is totally explicit but there is enough to show that the candidate is considering the cartoonist's point of view. This places the answer in Level 4 with 6 marks. To obtain more marks the response needs to explain that Europe in general is being criticised.

Mark awarded = 6 out of 8



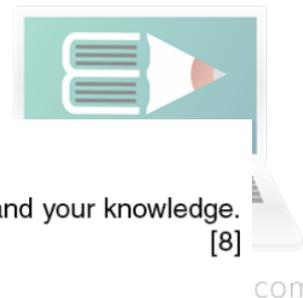
Example candidate response – low

The message of Source C ~~cartoon~~ is showing us ~~how powerful~~ that Germany is heavily armed, Germany is heavily armed because they have been creating weapons while the other countries were recovering from the war. Germany is well armed but small in power and France and Russia are big and powerful thanks to the Mutual Assistance pact. The cartoon shows us that Russia and France are big but don't have a lot of weapons, you can see that on the left side of the French man.

Examiner comment – low

This response just manages to interpret one of the cartoon's sub-messages. There is surface description in the response about the Mutual Assistance Pact and France and Russia joining hands but there is also some interpretation. For example, that Germany was heading for war and all that was stopping it was France and Russia. The last sentence of the answer is about the Pact rather than the cartoon. This response is placed at the bottom of Level 3 because there is some interpretation of one sub-message of the cartoon but there are several other sub-messages that could have been explained. To achieve a higher mark the candidate needs to use other aspects of the cartoon to explain more sub-messages.

Mark awarded = 3 out of 8



Question 3

3 Study Source D.

Do you believe this source? Explain your answer using details of the source and your knowledge. [8]

SOURCE D

I can tell you that for five days and five nights not one of us closed an eye. We knew that if the French marched, we were done. We had no fortifications, and no army to match the French. If the French had even mobilised, we should have been compelled to retire. Many army officers considered Hitler's action suicidal.

A German officer who worked at the time in army headquarters speaking about the German march into the Rhineland. He was speaking during the Spanish Civil War.

Mark scheme

3	Study Source D. Do you believe this source? Explain your answer using details of the source and your knowledge.	[8]
Level 7	Uses contextual knowledge of German success in Spanish Civil War to argue they have sufficient confidence to tell the truth	[8]
Level 6	Argues it must be true otherwise he would not have made these comments about Hitler	[7]
Level 5	Evaluation of D based on cross-reference to other sources	[6]
Level 4	Cross-reference to contextual knowledge (could be general or specific)	[4–5]
Level 3	Uses claims in the source to argue they are not plausible	[3]
Level 2	Undeveloped use of provenance	[2]
Level 1	Unsupported assertions	[1]
Level 0	No valid response	[0]



Example candidate response – high

I believe this source up to an extent.

I believe the fear that the German officer describes in 'not one of us closed an eye' is realistic. Hitler himself later claimed that the Rhineland was scantily defended (as noted in source D with ~~with~~ 'we had no fortifications') and they had few troops with which to defend the area. This fear is also supported by source A ~~with~~ which says 'many Rhineland-ers expected the French to retaliate'.

However, the extent to which the German officer claims he was scared is unrealistic: no sleep for 'five nights and five days' seems overly dramatic. Also the claim that many army officer considered Hitler's action to be suicidal is openly contradicted ~~te~~ by Source B with 'there does not seem to have been any real anxiety in the German High Command'. The time frame is also a little unbelievable: It quickly became clear up French would not made so five days' is a little long.

On the whole, although the ~~writer~~ writer has succumbed to hyperbole, he has little agenda to lie being not in Germany at the time and the comments not being very flattering to himself he is quite believable.

Examiner comment – high

This response cross-references to other sources in the paper to evaluate Source D. This is done accurately and provides a direct response to the question. Evidence from Source A is used to explain that the French are expected to retaliate and so the fear expressed by the officer in Source D can be believed. Source B is also used to question some of the claims. The appropriate use of cross-referencing places the response in Level 5. Other parts of the response are in Level 3, e.g. the lack of plausibility in the claim that the officer had no sleep for five days and nights. Throughout the response the candidate focuses on whether the source can be believed.

In other candidate responses there was a tendency to evaluate Source D but a failure to say whether this made the source believable. To obtain higher marks candidates needed to consider the fact that the comments of the German officer in Source D are not very complimentary about Hitler. Knowing how Hitler dealt with anyone who did not agree with him, it would be extremely surprising if the officer was lying.

Mark awarded = 6 out of 8



Example candidate response – middle

Source D comes from a German officer. I do ~~g~~ agree or believe the source. If any one tried to stop the Germans from entering the Rhineland they would be capable of doing so, as the German troops were not that well prepared. The other reason would be that the Rhineland is a demilitarized zone, this was all through the Treaty of Versailles. It would be as if Germany broken the law, in doing so they had to be punished but nothing was done. There was a huge risk for Hitler but he got away with just as ~~that~~ the time he ~~state~~ started rearming Germany slowly ~~but~~ also against the treaty of Versailles. I believe that because nothing was done to stop Hitler when he started rearming Germany or marching into the Rhineland this I believe was all through appeasement from Britain and France. This is what drove Hitler to take it through other limits, leading him eventually to ~~take~~ be Furrhur of Germany.

Examiner comment – middle

The candidate uses contextual knowledge to explain that Source D can be believed because it contains a vague reference to German troops not being well prepared. This is not specific enough to place the response in Level 4. The response improves with the reference to the fact that in remilitarising the Rhineland Germany was breaking the terms of the Treaty of Versailles. This is 'a huge risk' and explains why the officer and his colleagues are so worried. After this part of the answer, the response drifts away from the question. To achieve a higher mark the candidate needed either to use more specific contextual knowledge to check the source or to use the evidence from some of the other sources in the paper.

Mark awarded = 4 out of 8



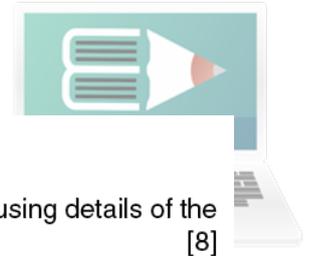
Examiner candidate response – low

The content of source D is to some extent wrong ~~but~~ and were source D comes from will be biased towards Germany. This source is ~~reliable because~~ believable because Hitler knew that his actions were suicidal and would have walked away, Hitler tested the ~~league~~-Treaty to see reaction. Also it is true because ~~Gern~~ France could have killed ~~Germany~~ all the German soldiers even though France had a bigger army and less weapons could have ~~conquer~~ killed all the German soldiers.

Examiner comment – low

This response gives a direct answer to the question about whether the candidate believes Source D. At the beginning the candidate says the source is wrong and later states that the source can be believed. To support these views there are only weak assertions, e.g. that the French could have defeated the Germans because they had a bigger army. The claim at the beginning about the provenance of the source is also unsupported because the candidate simply states 'where source B comes from will be biased towards Germany' without telling us where the source originates. This response is placed in Level 1 of the mark scheme. To achieve higher marks the candidate needs to support some of the assertions made. Either specific contextual knowledge or cross-reference to other sources could be used to provide such support.

Mark awarded = 1 out of 8



Question 4

4 Study Sources E and F.

How far does Source E make you surprised by Source F? Explain your answer using details of the sources and your knowledge. [8]

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SOURCE E

We had discovered that our policy of condemning the German action and then developing a constructive policy to re-establish the European situation had no chance of acceptance with France, Belgium or Italy. It was inevitable that the French and Belgians would both announce their intention – to ask the Council of the League to make a pronouncement. Then, if Germany was still obdurate, they would proceed to military measures and ask us to do the same. In that case, we should have to decide whether we intend to fulfil our Treaty obligation – and we should be in an impossible position if we refused.

The Prime Minister thought it would be necessary to point out to the French that the action they proposed would not result only in letting loose another great war in Europe. They might succeed in crushing Germany with the aid of Russia, but it would probably only result in Germany going Communist.

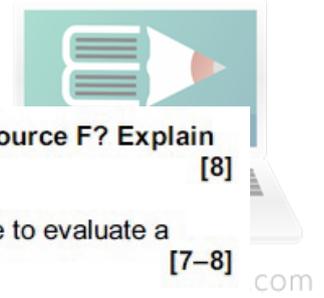
Our position at home and in home waters is a disadvantageous one, whether from the point of view of the navy, army or air force, or anti-aircraft defence. In addition, public opinion was strongly opposed to any military action against the Germans in the demilitarised zone. In these circumstances, it was generally accepted that it was worth taking almost any risk in order to escape from military action.

From the record of a meeting of the British government shortly after German troops marched into the Rhineland.

SOURCE F

There is, I am thankful to say, no reason to suppose that the present German action implies a threat of hostilities. The German government speak of their 'unchangeable longing for peace in Europe' and state a willingness to conclude a non-aggression pact with France and Belgium.

From a speech in the House of Commons by Anthony Eden shortly after German troops marched into the Rhineland. Eden was the member of the British government in charge of foreign policy.



Mark scheme

- 4 Study Sources E and F. How far does Source E make you surprised by Source F? Explain your answer using details of the sources and your knowledge.** [8]
- Level 7** Compares the sources and uses contextual knowledge or provenance to evaluate a source to say if surprised or not surprised
Only award 8 marks if evaluation is based on purpose of F. [7–8]
- Level 6** Evaluates F to judge whether it is surprising – no use of E [6]
- Level 5** Matches or mismatches with Source E [5]
- Level 4** Assertions based on everyday empathy or undeveloped use of provenance (can be on just one source) [3–4]
- Level 3** Valid analysis of source(s) but fails to state whether surprised or not [3]
- Level 2** Identifies something they are/are not surprised by but no explanation [2]
- Level 1** Writes about sources but fails to address the question [1]
- Level 0** No valid response [0]

Example candidate response – high

Superficially, source E may make F surprising. They appear to be contradictory, as F says that there is 'no threat of hostilities', while E says that there is a risk of 'another great war'. It is perhaps surprising because E is saying that the Germans would have gone to war if the French had relented, while F says that Germany were certainly not looking for conflict. This appears incorrect as the Germans were rearming heavily at the time, an indication of aggression. F may also be surprising as it says that Germany wanted a 'nonaggression pact', while E says that there was 'no chance' of 'developing a constructive policy'. E implies that relations could not be improved, while F shows a definite desire from Germany for peace. This is perhaps surprising, as Hitler stated in *Mein Kampf* that he wanted to undo the Treaty of Versailles, which could only be done with force and aggression, especially as France were their long-term enemies. Therefore, due to contradictions, F appears surprising.

However, E does not ultimately make F surprising. Although Eden is inaccurate in thinking that Germany were 'longing for peace', it is not surprising that he thought this,



Example candidate response – high, continued

As Goebbles said in 1940 that Germany had left Britain 'in the dark' concerning their true foreign policy intentions: domination. The fact that the British allowed Germany 35% of Britains' Naval Size in the Anglo-German Naval Pact of June 1935 shows that, at the time, they did not think that Hitler had an aim or aggression or war. He even said that he had 'no further territorial demands' after the Saar plebiscite, and the British naively believed him. ~~Eden~~ The sources even correlate in one respect in that they both show Britain's desperation to avoid war. Source F says that Eden is 'thankful' to not be involved, while E says that it 'was worth taking almost any risk' to avoid war. These show that Eden's naïve belief that Hitler was not looking for war was ~~for~~ partly due to the fact that the British were so scared of it, having seen the destruction it caused in Guernica in the Spanish Civil War.

To conclude, although E shows F to be naïve, it does not make Eden's view surprising As that was the typical British view of the time; that Hitler could be trusted.

Examiner comment – high

This is a very good response. The candidate realises that the key issue to investigate is whether the fact that Source E disagreed with Source F made Source F surprising. At the beginning the candidate provides several examples of how the two sources disagree and explains that this appears to make Source F surprising. Contextual knowledge of Hitler's aims as laid out in *Mein Kampf* is then used to confirm that Source F is surprising. The response then changes direction and the candidate proceeds to explain that the fact that Source E disagrees with Source F does not necessarily make F surprising. Contextual knowledge of Britain's view of German intentions and of the determination of the British government to avoid war is used to explain that what Eden said in Source F was not at all surprising. As stated at the end of the response, Source F is not surprising because it 'was the typical view of the time'. This response is placed in the top level. It demonstrates how this type of question should be answered. The two sources should be compared and then at least one of them should be evaluated. This evaluation should be used to support a conclusion about whether Source E makes Source F surprising. The other way of evaluating Source F would be to consider Eden's aim to reassure the House of Commons and the public that the government's policy was working and that there was no danger of war.

Mark awarded = 8 out of 8



Example candidate response – middle

~~One~~ On one hand Source E makes me surprised by Source F because, in source F, Anthony Eden; don't gave reasons for British non-attack just say "the Germany government speak of their 'unchangeable longing for peace in Europe' and state a willingness to conclude a non-aggression pact with France and Belgium" it even ~~stip~~ surprised me that Eden said: 'No reason to suppose that the present German action implies a threat of hostilities'. This means that ~~Eden, from~~ Anthony Eden, directly from the British government, was defending Germany. It surprises me that he defends Germany, while in Source E, Britain is giving an explanation for every action he took. On the other hand both sources don't surprise ~~or~~ me so much, both of them have the common goal of making people think that going ~~, and so~~ against and stopping Germany wasn't a good idea.

Examiner comment – middle

This response does not begin very well. Several assertions are made about Source F being surprising but these are not supported. There is an attempted comparison with Source E but it isn't successful. At this point Level 4 has been reached on the basis of empathy – the candidate is surprised that someone from the British government is defending Germany. In the final sentence, however, the response moves up to Level 5 because the candidate states that the sources are not surprising because both are trying to persuade people that war with Germany is not a good idea. The candidate has found one point of agreement between the sources and uses it so show that source E does not make F surprising. To achieve higher marks some evaluation of one of the sources is required.

Mark awarded = 5 out of 8



Example candidate response – low

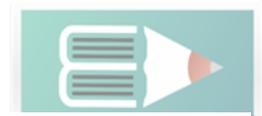
Source E was saying that there is no chance that France, Belgium or Italy will accept the policy of condemning German action and re-establishing the European situation. The French were thinking of standing up to Germany, but the public opinion was against any military actions.

Source F then said there is a way to figure out. German wanted to conclude a non-aggression pact with France and Belgium, this is what surprise me.

Examiner comment – low

This response begins by summarising parts of Source E. In the next paragraph part of Source F is paraphrased. The candidate then expresses surprise about the statement in Source F that Germany wants a non-aggression pact with France and Belgium. No reason was given for this surprise and there is no comparison made between Sources E and F. This response is placed in Level 2 because the candidate has identified something they were surprised about but have not explained why. To achieve higher marks some comparison of what the two sources say is required.

Mark awarded = 2 out of 8



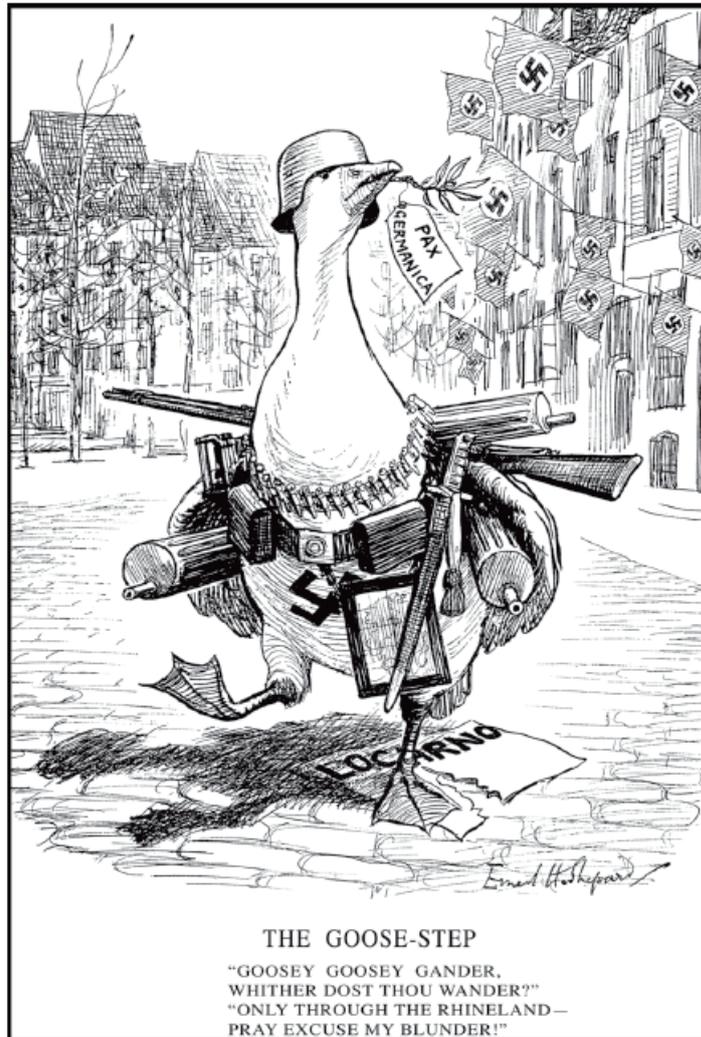
Question 5

5 Study Sources G and H.

Does Source H prove that Source G is wrong? Explain your answer using details of the sources and your knowledge. [7]

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SOURCE G



A British cartoon, March 1936. 'Pax Germanica' means 'German peace'.

SOURCE H



A photograph of German troops riding into the Rhineland on 7 March 1936.

Mark scheme

- 5 Study Sources G and H. Does Source H prove that Source G is wrong? Explain your answer using details of the sources and your knowledge. [7]
- Level 4 Compares G and H and evaluates G or H [6–7]
Based on Germany being a warmonger = 7, any other valid reading of G = 6
- Level 3 Evaluates G, ignores H [5–6]
Based on Germany being a warmonger = 6, any other valid reading of G = 5
- Level 2 Answers based on agreements/disagreements [2–4]
Disagreement based on Germany being a warmonger = 4. Other valid readings of G = 2–3
- Level 1 Writes about the sources but does not address the question [1]
OR
Answers based on undeveloped provenance
- Level 0 No valid response [0]



Example candidate response – high

Source H may prove source G wrong on the surface. H shows German forces interacting kindly with locals in the Rhineland, while G shows Germany far more negatively, ~~sampling~~ laden with weapons. This is a disagreement as G implies that Germany were not welcome in the Rhineland and were a bad thing to happen to the Rhineland, while H shows them as welcome. H may prove G wrong in this respect as the Rhineland was part of Germany, and therefore the residents would have been German and would have been pleased to see their fellow countrymen. Therefore H may be a more accurate depiction than G, and may prove it wrong. G shows Germany claiming the remilitarisation as a 'blunder' and were clearly lying, implying wrongdoing and deceit, while H shows them good-natured. Perhaps H is more accurate as Hitler immediately proposed a peace agreement with France after the remilitarisation.

However, H does not prove G wrong. G shows Germany trampling over the Locarno Pact of 1925, showing their wrongdoing, while H has not mention of this. G is accurate as Germany agreed to uphold the borders established by Versailles at Locarno, and the Rhineland remilitarisation was a clear breach of this. Furthermore, the main message of G is that Hitler did not actually want peace, which is true as he was arming Germany in order to take over Europe, and never had any intention of a long term peace agreement with France. ~~The French A~~

To conclude, source H does not prove G wrong as, although they are clearly contradicted as G criticises Germany and H shows it in a good light, source G is reliable as its depiction of Germany's true intentions is accurate.

Examiner comment – high

The candidate begins by explaining how Source H could be seen to be prove Source G wrong. The differences between the two sources are well explained. The cartoon (Source G) is interpreted accurately. Some candidates misread this source by taking 'Pax Germanica' at face value. Contextual knowledge is also used to explain how Source H might prove Source G wrong e.g. the reference to the residents of the Rhineland being German and therefore welcoming German troops and the non-aggression pact offered by Hitler. The response then developed further with the candidate using contextual knowledge to argue that despite Source H, Source G is actually right. This response compares the two sources and uses contextual knowledge to evaluate them. This is a clear Level 4. Other ways of evaluating the sources include considering the purpose of Source G as a British cartoon.

Mark awarded = 7 out of 7



Example candidate response – middle

Source H is a photograph of German troops riding to the Rhineland on 7 March 1936, ~~is a reliable source, an~~ is a primary and reliable source. ~~People are~~ Civilians are happy that German troops were there as if it is that ~~know Ger~~ Germany would improve civilians life, entering the Rhineland. On the other hand there is source E G there is a goose. A German Goose, this goose ~~is~~ may be Hitler. It looks like this Goose just entered the Rhineland. ~~He is~~ ~~ste~~ He is stepping on a piece of paper with written on top "Locarno" (treaty of Locarno). He is walking ~~is~~ holding in his mouth a little piece of paper with written on top 'pact Germanica' which means 'German Peace'.

On one hand source it doesn't prove that source E G is wrong. Because in Both source we can see many flags with the German symbol. Then it don't prove wrong ~~am~~ because in both sources we can see how Germany is proud of being there. Proud of himself. On the other hand source H prove that source E G is wrong. In source E G

We can just see the flags but no people there ~~for~~ for Germany, then German troops didn't had many army in hands, ~~while in source G there are~~ in source H, while in source G, the goose is full of army. Source H even proves wrong that the goose in Source G is stepping on the Locarno to eat.

Examiner comment – middle

This response begins by describing both sources. The candidate starts to compare the two sources but much of this comparison is about surface detail. To reach Level 2 in the mark scheme candidates need to make comparisons based on inferences from the sources, not just describe them. This candidate could have used the flags to infer that the German troops were welcomed by the local people. There is a valid comparison based on inferences towards the end of the response where it is stated that the Germans are 'proud of being there and proud of themselves'. The candidate uses this comparison to conclude that Source H does not prove Source G wrong. To achieve a higher mark it is necessary to make more comparisons based on inferences, citing agreements and disagreements between the sources.

Mark awarded = 3 out of 7



Example candidate response – low

Source H proves source G wrong ~~because one is a ph~~ in a picture which is more Reliable than a cartoon. Source H shows the people welcoming the German/Nazis and the German/Nazi was not fully armed. Meanwhile source G shows a Goose walking heavily armed.

Also source G is showing a Goose step which means when soldiers are walking in a line in as ordinary fashion and so that shows us that source G is wrong because source H (photography) shows us the soldiers walking happily and not in an order

Examiner comment – low

This response compares the provenance of the two sources: one is a cartoon and one is a picture. The candidate claims that Source H proves Source G to be wrong because pictures are more reliable than cartoons. This statement is followed by surface comparison of the two sources. This simplistic approach means this answer only reaches Level 1. To achieve a higher mark the candidate needs to compare inferences from the sources, e.g. about whether the Germans are shown as aggressive or not.

Mark awarded = 1 out of 7



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Question 6

6 Study all the sources.

How far do these sources provide convincing evidence that Hitler got away with the remilitarisation of the Rhineland because Britain did nothing? Use the sources to explain your answer. [12]

Mark scheme

6 Study all the sources. How far do these sources provide convincing evidence that Hitler got away with the remilitarisation of the Rhineland because Britain did nothing? Explain your answer using the sources. [12]

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 per source).
- Source use must be reference 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.

Yes	No
A B E F	A B D G H

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

Level 1 No valid source use [1–3]

Level 0 No valid response [0]



Example candidate response – high

Sources B, E, F and G agree that Hitler got away with the remilitarisation because Britain did nothing. Source B shows this as it says that Britain were not truly committed to stopping Germany, as it would be happy to 'abandon its commitments with regard to the Rhineland'. ~~This up Meant~~ This means that Germany got away with it because Britain let them, and appears to be an accurate statement as Britain had proved with the Anglo-German ~~Nav~~ Naval Pact of June 1935 that they were not prepared ~~the~~ to strenuously ~~E~~ uphold the Treaty of Versailles, and would therefore let Germany have the Rhineland Source E agrees as it says that ~~Britain~~ Britain ~~did not~~ were prepared to take 'almost any risk' to avoid war, which may have caused Germany to become communist. This agrees with the statement as it shows that military measures only did not happen due to Britain's great fear of communism. This appears to be accurate as Britain were extremely fearful of communism, shown by the fact that they never truly committed to a Pact with Stalin, pushing him towards the Nazi-Soviet Pact. Source F also agrees as it shows that ~~Eden~~ Britain did not oppose Germany due to the naïve belief that Hitler could be trusted, as it says that Germany have a 'longing for peace'. This source is convincing as it was typical for its time' even in 1938. Chamberlain believed that Hitler was 'a man who can be relied upon', so it is safe to say that this was the opinion in March 1936. Source G also agrees as it shows Germany to be deceiving everyone, claiming falsely that they merely had a 'wonder' through the Rhineland. This shows that the British were at fault as ~~it shows~~ this correlates with source F in the view that Britain believed stupidly that the Germans did not have bad intentions.

However, source A, C and D show that ~~this~~ it was not all Britain's fault. Source A says that the French were at fault as it says that the French army was too much 'organised for defence'. This shows that ~~France~~ Hitler got away with it because France were not capable of stopping it him. This is accurate as France were concentrating on the defensive Maginot Line, and could not suddenly spring forward and attack. Source C also says that the French were at fault due to their 'Mutual Assistance Pact' with Russia. This says that France were at fault because it was the weakness of this Pact shown by the shaking grip, that allowed Germany to successfully remilitarise the Rhineland. Source D also says that France were at fault as it says that, if the French had marched, we were done'. This presents the view that the French were at fault as all they had to do was be 'mobilised', and the attempt at remilitarisation would have failed. This is accurate as the Germans had only started conscription the year before, so did not have an especially strong army.



Example candidate response – high, continued

To conclude, the sources do ~~provide~~ not provide convincing evidence that the British failure to act allowed the remilitarisation as, although France was stationed for defence, source D, the most convincing argument as the source correlates with Source A in showing German worry over French action, shows that, had the French shown even the slightest resistance, the Germans would have left. This is more powerful than British failure to act because the British on their own could not stop Hitler in March, 1936, but the French could.

Examiner comment – high

This response begins by explaining how some of the sources support the statement that Hitler got away with the remilitarisation of the Rhineland because Britain did nothing. The key feature of this response is the careful explanation of each source, e.g. Source B, where the explanation is supported with a quotation. This is repeated with Sources E and F, although the explanation for Source G does not work because this source is not particularly about Britain. The candidate then explains equally well how Sources A and D disagree with the statement. The explanation for Source C does not work because this source does not actually show the Pact failing. This places the response in Level 3 with 9 marks. The candidate also uses contextual knowledge to evaluate Sources E and F. Two additional marks are awarded for this, leading to a total of 11 marks.

Mark awarded = 11 out of 12



Example candidate response – middle

Some of these sources show evidence that Hitler got away with remilitarisation of the Rhineland with Britain doing nothing, some don't

Source B ~~shows~~ talks about Britain and how they aimed to appease Germany, behind Frances back. The British would agree to Germy remilitarising the Rhineland only if they limited there ~~army~~ Forces making them ~~to~~ less than British Forces.

Sources E ~~was~~ is the biggest evidence of Britain doing nothing. The being of the source starts with saying that Germany is a threat that could lead to war in Europe, with its action with remilitarizing the Rhineland. It then suggests that the Britain will fulfill its obligations from the Treaty of Versailles, as Germany, broke its terms. At the end of the source ~~Am~~ it says that Britain is incapable of doing anything it promised as the start due to its position. Also that the public does not want Britain to engage in any military act against Germany.

All of the sources show evidence that Hitler did get away with remilitarising the Rhineland only two talk about Britains doing nothing about. The others discuss how France did not take any action against Germany like Source A.

Examiner comment – middle

This response provides a weak explanation of how Source B supports the statement. There is an improved explanation of Source E. This part of the response reaches Level 2. At the end of the response there is a brief explanation of how Source A disagrees with the statement. This lifts the answer into the bottom of Level 3 with 7 marks and represents the absolute minimum requirements for Level 3. To achieve better marks the candidate needs to explain how other sources, such as B, D, G or H, also disagree with the statement.

Mark awarded = 7 out of 12



Example candidate response – low

All of the sources provide good and bad very far evidence that Britain let Germany get away with militarisation of Rhinland, ~~Sources~~ Source A has an example paragra 3 it says "France's British ally could not accept the risk of war"

Source B also has a clear point that all Britain wanted was not a war in paragraph 1 "The British government would abandon its commitments

~~France~~ Germany thought Britain & France were scared but Hitler knew at some point a war would break out. Briton & France were undemand and went to war against Germany.

Examiner comment – low

This response identifies two sources that support the statement. There are appropriate quotations from each source but the explanations are very brief. This response just manages to get into Level 2 with 4 marks. To achieve a higher mark better explanations of how the sources support the statement are required as well as the use of a greater range of sources. Sources E and F both support the statement and could have been used. To achieve a higher level in the mark scheme the candidate also needed to explain how some sources disagree with the statement.

Mark awarded = 4 out of 12



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