Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/22**

Paper 2 **May/June 2021**

MARK SCHEME

Maximum Mark: 50

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
Option A: Nineteenth Century Topic		
1	**Study Sources A and B.** **How far do these two sources agree? Explain your answer using details of the sources.**	**7**
	Level 4 **6–7** Agreement and disagreement of detail or sub-messages	
	Level 3 **3–5** Agreement or disagreement of detail or sub-messages **Agreements**: Papacy a block to unification, local loyalties were a block, Austria in control of much of Italy, Austria a barrier to unification, Italians were slow to accept idea of Italy/political ideas/unity **Disagreements**: biggest barrier to unification was in A slowness of Italians to accept idea of united Italy, in B Austria; in A foreign rule was welcomed, in B it was not; in A France was regarded as a possible ally, in B it was not.	
	Level 2 **2** Identifies information that is in one source but not in the other or states that the sources are about the same subject. **OR** Compares the provenance of the sources	
	Level 1 **1** Writes about the sources but makes no valid comparison.	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
2	**Study Sources C and D.** **How far does Source D prove that Charles Albert was lying in Source C? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 **7–8** Compares the sources and evaluates one of them	
	Level 4 **6** Evaluates C but no valid use of D	
	Level 3 **3–5** Answers based on agreements/disagreements	
	Level 2 **2** Interprets the source(s) in a valid way but fails to make valid comparison **OR** undeveloped use of provenance used to answer the question	
	Level 1 **1** Identifies lying in C – no valid explanation	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
3	**Study Source E.** **Why did Mazzini write this letter at this time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 **7–8** Mazzini's state of mind in specific content, e.g. Explains Mazzini's frustration at the resurgence of the Austrians	
	Level 5 **6** State of mind with general context	
	Level 4 **5** Specific context **Context:** Mazzini arrived in Milan in April where the population had risen up and expelled the Austrians. He then left (because of lack of support for a Republic) and joined Garibaldi. Charles Albert tried to exploit the situation in Milan to lead an anti-Austrian war. It was a disaster with many nationalists highly suspicious of his motives. In Rome in November liberals demonstrated for reforms and a declaration of war against the Austrians, and the Pope fled on 24 November. On 29 a Constitutional Assembly was formed. Mazzini didn't reach Rome until February when the Republic was declared.	
	Level 3 **3–4** Explains general context only (e.g. struggle for Italian unity) – fails to explain message of source **OR** Explains a valid sub-message/Mazzini's frustration	
	Level 2 **2** Interprets source or describes the context – but not used as a reason for writing	
	Level 1 **1** Surface descriptions of the source e.g. he wrote this letter to say that they were prepared to be defeated one by one.	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
4	**Study Sources F and G.** **How similar are these two cartoons? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 **8** Compares points of views of cartoonists – both in favour (could be implied through pessimism)	
	Level 5 **6–7** Similarities and differences of the sources.	
	Level 4 **4–5** Similarities **or** differences of interpretation, e.g. Italy is not free; there is not much hope for Italy in either source; in F there is hope, in G there is none; the Austrians were oppressors in both	
	Level 3 **3** Interprets one or both sources but no valid comparison	
	Level 2 **2** Comparison of surface details/provenance	
	Level 1 **1** Surface descriptions of one or both the sources – there will not be a comparison	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
5	**Study Source H.** **Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 **6–7** Uses contextual knowledge or cross reference to explain reasons for not being surprised by Pope's overall attitude	
	Level 5 **5** Uses contextual knowledge or cross reference to explain reasons for being surprised by Pope's overall attitude. **Context:** Pope Pius was initially seen as a reformer and introduced some reforms after his election in 1846 but then turned against the liberals and nationalists and in 1848 refused to support the war against Austria. He was forced to flee Rome. In 1860 the papal army was defeated by Victor Emmanuel who took most of the Papal territories except the central part of the Papal States with Rome. In November 1860 Garibaldi and Victor Emmanuel rode together and victorious into Naples. Garibaldi had already proclaimed Victor as King of Italy.	
	Level 4 **4** Uses contextual knowledge or cross reference to explain reasons for being surprised/not surprised by details in Source H.	
	Level 3 **3** Assertions based on everyday empathy (probably internal to the source)	
	Level 2 **2** Valid analysis of source but fails to state whether surprised or not **OR** identifies what is surprising but no valid explanation	
	Level 1 **1** Writes about source but fails to address the question	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
6	**Study <u>all</u> the sources.** **How far do these sources provide convincing evidence that Austria was the most important obstacle to Italian unification? Use the sources to explain your answer.**	**12**
	Award up to 2 bonus marks for evaluation of sources (no more than 1 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 a ✔ in the margin for each source use in support of the statement and a ***x*** for each source use rejecting the statement. ✔ : B C D F G ***x*** : A D E G H	
	Level 3 **7–10** Uses sources to support and reject the statement	
	Level 2 **4–6** Uses sources to support or reject the statement	
	Level 1 **1–3** No valid source use	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
	Option B: Twentieth Century Topic	
1	**Study Sources A and B.** **How far do these two sources agree? Explain your answer using details of the sources.**	**7**
	Level 4 **6–7** Agreement and disagreement of detail or sub-messages	
	Level 3 **3–5** Agreement or disagreement of detail or sub-messages **Agreements:** Germany did not like the Treaty. The British thought it was too harsh/British were sympathetic towards Germany. Germany came out of it stronger. Germany lost territory. It was not the terms that were the real problem. The Treaty was not too harsh/it was fair/Germany was not harmed. **Disagreements:** Source A claims Germany was made stronger by splintering of the Austrian and Russian empires, but Source B says it was made stronger by the creation of Poland. Source A claims it had flaws, but Source B implies it was as good as could be achieved. In Source A the real problem for Germany was the atmosphere in which the Treaty was presented while in Source B the real problem for Germany was the defeat. In Source A the Treaty doesn't last because it contained contradictions/was too harsh for the British, while in Source B it was because of European statesmen. In Source A the treaties are to blame for no lasting settlement (because of contradictions), in Source B they cannot be blamed for no lasting peace.	
	Level 2 **2** Identifies information that is in one source but not in the other or states that the sources are about the same subject **OR** Compares the provenance of the sources	
	Level 1 **1** Writes about the sources but makes no valid comparison	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
2	**Study Source C.** **What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 **7** Explains the point of view of cartoonist – the cartoonist approves of the harsh treatment of Germany	
	Level 4 **6** Explains big message – Germany was being punished harshly in the Treaty/something nasty was going to be done to Germany by the Treaty	
	Level 3 **3–5** Sub-message(s) explained – the Treaty was a diktat, peace discussions were going on, Germany is worried about/does not like the peace discussions, Germany was being punished, the Allies have all the power, **OR** Argues the cartoonist disapproves of what is happening to Germany (only award 3–4 for answers that say the cartoonist disapproves)	
	Level 2 **2** Plausible misinterpretations, e.g. Germany is being let of lightly	
	Level 1 **1** Surface description of the source	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
3	**Study Sources D and E.** **Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 **7–8** Compares the sources and contextually evaluates one of them	
	Level 4 **6** Evaluates E but no valid use of D, e.g. purpose of E in context	
	Level 3 **3–5** Answers based on agreements/disagreements **Agreements** include: Germany is suffering, Germany is making a fuss about the Treaty. **Disagreements** include: D – Germany is being punished fairly/the punishment should be harsher/the punishment is justified; E – the Treaty is a disgrace and not justified/Germany is being punished too harshly. Award 3 if based on agreement, 4–5 if based on disagreements (if provenance used to argue not surprised by disagreement award 5)	
	Level 2 **2** Answers based on undeveloped provenance, no valid use of content, e.g. D does not make E surprising because one is British, and one is German.	
	Level 1 **1** Identifies something in E that is surprising – no valid explanation	
	Level 0 **0** No evidence submitted, or response does not address the question, i.e. does not address surprise.	

Question	Answer	Marks
4	**Study Source F.** **Why did Lloyd George make this speech at this time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 **8** Explains purpose in context **Context:** The Treaty was signed in June 1919 so Lloyd George is trying to persuade Parliament to support it. In the general election of December 1918 he had promised to make Germany pay but by the summer of 1919 Lloyd George was worried the Treaty was too harsh. However, he still had to sell the Treaty to MPs and the public, many of whom had wanted Germany harshly punished (they wanted Germany 'to pay').	
	Level 5 **6–7** Explains the purpose of the speech (must have intended impact on behaviour of audience), e.g. to persuade Parliament to support the Treaty.	
	Level 4 **5** Explains the big message – the Treaty is a good one because it has properly punished Germany	
	Level 3 **3–4** Explains context only – fails to explain message or purpose of the source **OR** Explains a valid sub-message	
	Level 2 **2** Interprets the source, e.g. he is telling them how good the Treaty is **OR** Describes the context – but not used as a reason for the speech	
	Level 1 **1** Surface descriptions of the source, e.g. he made this speech to tell people that they have established guarantees	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
5	**Study Source G.** **How useful would this cartoon be to a historian studying the peace treaties? Explain your answer using details of the source and your knowledge.**	**8**
	Level 7 **8** Explains how the source is useful as evidence of British support for the harshness of the peace treaties (can be just Versailles)	
	Level 6 **7** Contextual evaluation – uses contextual knowledge/cross reference to question whether Germany was really punished harshly, **OR** to confirm that German was punished harshly	
	Level 5 **6** Answers based on big message – the source is useful because it tells us that Germany was punished harshly and its allies were also going to be punished harshly	
	Level 4 **4–5** Answers based on sub-messages (inferences), e.g. Germany was punished before Austria-Hungary, Germany was punished harshly, Turkey was worried about the peace treaties.	
	Level 3 **3** Explains what the source does not tell us – must be specific knowledge about what is missing **OR** Rejects the source because it is British/it is biased/it is just a cartoon or asserts it is useful for British point of view.	
	Level 2 **2** Uses source for surface information, e.g. All three countries wore hats to the dentist	
	Level 1 **1** Unsupported assertions/misinterpretations/undeveloped use of provenance	
	Level 0 **0** No evidence submitted, or response does not address the question, e.g. fails to address ‘useful’	

Question	Answer	Marks
6	**Study <u>all</u> the sources.** **How far do these sources provide convincing evidence that Germany was treated unfairly in the Treaty of Versailles? Use the sources to explain your answer.**	**12**
	Award up to 2 bonus marks for evaluation of sources (no more than 1 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 a ✓ in the margin for each source use in support of the statement and a cross ***x*** for each source use rejecting the statement. ✓ : A B C E G ***x*** : A B C D F G	
	Level 3 **7–10** Uses sources to support and reject the statement	
	Level 2 **4–6** Uses sources to support or reject the statement	
	Level 1 **1–3** No valid source use	
	Level 0 **0** No evidence submitted, or response does not address the question	