Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/22**

Paper 2 **March 2018**

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.

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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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19th Century topic

Question	Answer	Marks
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 **7** 1848 was crucial in Germany's history in both sources but in A although liberalism was killed, the idea of a nation state had been born; B – 1848 was a complete failure and led to a state that was based on force with no room for liberalism.	
	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 or compares the provenance of the sources **2**	
	Level 1 Writes about the sources but makes no valid comparison **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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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 Cartoonist's point of view **7**	
	Level 4 Interprets big message of the cartoon **5–6**	
	Level 3 Interprets sub-message of the cartoon **3–4**	
	Level 2 Misinterpretation of the cartoon **2**	
	Level 1 Surface description of the cartoon **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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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 6 Compares the sources and evaluates both **8**	
	Level 5 Compares the sources and evaluates one of them **7**	
	Level 4 Evaluates D but no valid use of Source E **6**	
	Level 3 Answers based on agreements/disagreements **4–5** e.g. D is confident that Prussia (Frederick William) will lead a united Germany but E shows Frederick William rejected this	
	Level 2 Answers based on undeveloped provenance or identifies what is surprising but no explanation or analyses the source appropriately but fails to state whether surprised or not **2–3**	
	Level 1 Writes about the sources but does not address the question **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4	**Study Source F. Why did the Prussian government issue this statement in January 1849? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose in context of 1849 **8**	
	Level 5 Explains the purpose of the source **6–7** (must include intended impact on audience)	
	Level 4 Explains the big message **5**	
	Level 3 Explains context only – fails to explain message or purpose of source **3–4** **or** Level 3 Explains a valid sub-message	
	Level 2 Misreadings of the source or interprets source or describes the context – but not used as a reason for publication **2**	
	Level 1 Surface descriptions of the source **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5	**Study Sources G and H. How similar are these two sources as evidence about events in Germany in 1848–1849? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 7 As for Level 6 but qualifies answer **8**	
	Level 6 Compares big messages – compares the points of view **7**	
	Level 5 Compares valid sub-messages **5–6**	
	Level 4 Interprets big message of one or both sources – no valid comparison **4**	
	Level 3 Interprets valid sub-message of one or both sources – no valid comparison **3**	
	Level 2 Answers based on use of undeveloped provenance **2**	
	Level 1 Surface comparisons **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that the 1848 revolutions in Germany achieved nothing? Use the sources to explain your answer.**	**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. Use a ✓ in the margin for each source use in support of the statement and a × for each source use rejecting the statement. ✓ – B, C, E, G, H × – A, D, F	
	Level 2 Uses sources to support or reject the statement **4–6**	
	Level 1 No valid source use **1–3**	
	Level 0 No evidence submitted or response does not address the question **0**	

20th Century topic

Question	Answer	Marks
1	**Study Sources A and B. How far did Blum and Chamberlain agree? Explain your answer using details of the sources.**	**7**
	Level 5 Compares big messages **7** This must be about the international situation – Blum thinks that a victory for the Fascists will be a disaster for international peace, Chamberlain does not think the result in Spain matters as long as everyone else keeps out – this will keep international peace.	
	Level 4 Agreement and disagreement of detail or of sub-messages **5–6**	
	Level 3 Agreement or disagreement of detail or sub-messages **3–4** Agreements include: they both want peace, they both agree European peace is in danger, they both support non-intervention, both say intervention has taken place. Disagreements include: Blum supports Spanish government but Chamberlain sits on the fence; Blum thinks that non-intervention has not worked but Chamberlain thinks it might; Blum is hostile to Germany while Chamberlain is sympathetic; Blum says that intervention would be desirable while Chamberlain thinks it is not required	
	Level 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 **2**	
	Level 1 Writes about the sources but makes no valid comparison **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2	**Study Source C. Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**7**
	Level 7 Not surprised because the Non-Intervention Committee was a charade and explains how what he is saying illustrates this **7**	
	Level 6 Not surprised because of the purpose of the Soviets in C – must have valid explanation. Likely to be that the Soviets are justifying the fact that they are intervening **6**	
	Level 5 Not surprised by claims in C supported by valid reasoning **5**	
	Level 4 Surprised by claims in C supported by valid reasoning – could be based on knowledge or other sources **4**	
	Level 3 Assertions based on everyday empathy **3**	
	Level 2 Valid analysis of source but fails to state whether surprised or not or identifies what they are or are not surprised about but no valid reasoning **2**	
	Level 1 Writes about source but fails to address the question **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3	**Study Source D. Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose in context of 1937 (the intervention of Germany, Italy or the Soviet Union) **8**	
	Level 5 Explains the purpose – to persuade the British public that the government's policy of non-intervention is wrong (must include intended impact on audience) **7**	
	Level 4 Explains the big message – to criticise Britain's non-involvement – used as a reason for publishing **6**	
	Level 3 Explains context only – fails to explain message or purpose of publishing **4–5** OR Level 3 Explains a valid sub-message – used as a reason for publishing	
	Level 2 Interprets source or describes the context – but not used as a reason for publishing **2–3**	
	Level 1 Surface descriptions of the source **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4	**Study Sources E and F. Does Source E prove Source F to be wrong? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Evaluates one source to show E does not prove F to be wrong **8** Note: Answers based on E proving F wrong cannot get beyond Level 3.	
	Level 5 Evaluates F but no valid use of E **7**	
	Level 4 Answers based on valid comparisons of content to show E does not prove F wrong **5–6**	
	Level 3 Any answers that argue that E proves F wrong on basis of difference in content (including cross-references to support E) **3–4**	
	Level 2 Answers based on undeveloped provenance or asserts that E does/does not prove F to be wrong **2–3**	
	Level 1 Writes about the sources but does not address the question **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5	**Study Sources G and H. How similar are the messages of these two cartoons? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Compares the big messages with qualification **8**	
	Level 5 Compares the big message – they agree non-intervention was a mistake or was not working **7**	
	Level 4 Answers based on agreements/disagreements of sub-messages **5–6**	
	Level 3 Valid interpretation of one or both sources but no valid comparison **3–4**	
	Level 2 Answers based on comparison of undeveloped provenance **2**	
	Level 1 Writes about the sources but does not address the question **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that people understood the danger posed by Hitler's intervention in Spain? Use the sources to explain your answer.**	**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. Use a ✓ in the margin for each source use in support of the statement and a × for each source use rejecting the statement. ✓ – A, C, D (for cartoonist's view), F, G, H (cartoonist's view) × – B, D (Eden only), E, F, H (Britain only)	
	Level 2 Uses sources to support or reject the statement **4–6**	
	Level 1 No valid source use **1–3**	
	Level 0 No evidence submitted or response does not address the question **0**	

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