Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/22**

Paper 2 **February/March 2022**

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.

Cambridge International is publishing the mark schemes for the February/March 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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[Turn over

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
	19th century topic	
1	**Study Sources A and B. How far do these two sources agree about Victor Emmanuel? Explain your answer using details of the sources.** **Level 5 Compares big messages 7** Source B is more favourable towards Victor Emmanuel **Level 4 Agreement and disagreement of detail or sub-messages 6** **Level 3 Agreement or disagreement of detail or sub-messages 3–5** Include here unsupported comparison of big messages **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**	**7**

Question	Answer	Marks
2	**Study Source C. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 6 Explains cartoonist's point of view about both Napoleon III and Victor Emmanuel 8** **Level 5 Explains big messages about Napoleon III and Victor Emmanuel 6–7** **Level 4 Explains big message about Napoleon III or Victor Emmanuel 5** **Level 3 Explains valid sub-messages 3–4** **Level 2 Plausible misinterpretation of cartoon 2** **Level 1 Surface description of cartoon 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

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Question	Answer	Marks
3	**Study Sources D and E. How far does Source D prove that what Source E claims about the armistice of Villafranca is wrong? Explain your answer using details of the sources and your knowledge.** **Level 5 Compares the sources and evaluates one of them 7** **Level 4 Evaluates Source E but no valid use of Source D 6** **Level 3 Answers based on agreements/disagreements 3–5** **Level 2 Answers based on 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**	**7**

Question	Answer	Marks
4	**Study Sources F and G. Why did Victor Emmanuel send the secret letter (Source F)? Explain your answer using details of the sources and your knowledge.** **Level 5 Explains Victor Emmanuel's purpose in context of events at the time 8** **Level 4 To contradict Cavour's wishes. Award 7 if explains this is why it was secret 6–7** **Level 3 To contradict the King's other letter. Award 5 if explains this is why it was secret 4–5** **Level 2 Uses surface information in Source F as reason why letter sent OR Everyday empathy response – because he only wanted Garibaldi to know the contents, because he was up to something 2–3** Note: Content of source/context of the time not used **Level 1 Unsupported assertions 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

Question	Answer	Marks
5	**Study Source H. How surprised are you by this source? Explain your answer using details of the source and your knowledge.** **Level 6 Uses contextual knowledge to explain why not surprised by what is described 8** **Level 5 Uses other sources or contextual knowledge to explain why surprised by what is described 7** **Level 4 Undeveloped explanation of why not surprised Garibaldi's soldier would show him in a good light 5–6** **Level 3 Valid analysis of the source but fails to state if surprised or not surprised 4** **Level 2 Identifies what is/is not surprising but no valid explanation 2–3** **Level 1 Writes about the source but does not address the question 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that Victor Emmanuel was the main figure in the achievement of Italian unification? Use the sources to explain your answer.** 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 ***x*** for each source use rejecting the statement. **Agree (✔): A, B, D, F, H** **Disagree (*x*): A, B, C, G, H** **Level 3 Uses sources to support and reject the statement 7–10** **Level 2 Uses sources to support or reject the statement 4–6** **Level 1 No valid source use, writes about the topic 1–3** **Level 0 No evidence submitted or response does not address the question 0**	**12**

Question	Answer	Marks
	20th century topic	
1	**Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.** **Level 5 Compares big messages** **7** Source A generally supports Wilson/the treaty. It claims Wilson achieved much of what he wanted. Source B is generally critical of Wilson/the treaty and claims that Wilson did not achieve much of what he wanted. **Level 4 Agreement and disagreement of detail or sub-messages** **6** **Level 3 Agreement or disagreement of detail or sub-messages** **3–5** Include here unsupported comparison of big messages **Agreements include:** Wilson had promised self-government. The 14 Points were the basis of what Wilson wanted to achieve. Wilson wanted a League of Nations/peace/the League of Nations was created. Wilson was opposed to harsh terms/Wilson did not get he wanted over reparations/war guilt/Wilson did not get everything he wanted in the Treaty Germany hated the terms of the Treaty. Wilson wanted self-determination/self-government Germany was punished harshly. Germany was blamed for the war. The Treaty was controversial. The League was to resolve international disputes peacefully. **Disagreements include:** Source A says the 14 Points were influential, Source B says they were forgotten. Source A says Wilson achieved self-government, Source B says promise of self-government was undermined. **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**	**7**

Question	Answer	Marks
2	**Study Sources C and D. How far does Source C prove that Wilson was lying in Source D? Explain your answer using details of the sources and your knowledge.** **Level 6 Compares the sources and evaluates Source C or Source D (probably motives/ purpose of House or Wilson) 7–8** **Level 5 Evaluates Source D but no valid use of Source C 6** **Level 4 Answers based on disagreements OR Explains disagreements and explains we are told they disagreed so these disagreements reflect that, so not lying 4–5** **Level 3 Answers based on agreements OR Explains disagreements and claims simply different points of view, different perspectives 3** **Level 2 Answers based on undeveloped provenance 2** **Level 1 Writes about the sources but does not address the question in a valid way 1** Include in this level answers that fail to state whether Wilson was lying **Level 0 No evidence submitted or response does not address the question 0**	**8**

Question	Answer	Marks
3	**Study Sources E and F. How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.** **Level 6 Compares big messages (both critical) but with a qualification 8** **Level 5 Compares big messages – they both criticise the treaty/the allies 6–7** **Level 4 Compares valid sub-messages or a sub-message and a big message 5** **Level 3 Valid interpretation of big messages or of sub-messages of one or both cartoons but no valid comparison 3–4** **Level 2 Answers based on undeveloped use of provenance OR Answers based on comparison of surface detail or on misinterpretation of the cartoons 2** **Level 1 Unsupported assertions 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

Question	Answer	Marks
4	**Study Source G. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5 Explains cartoonist's point of view 6–7** The cartoonist thinks that the League will take the world from war to a better future **OR** people are mistaken if they think the League will lead to a better future **Level 4 Explains big message 5** People believe that the League will take the world from war to a better future **Level 3 Explains valid sub-messages 3–4** e.g. The League will lead to a better future. People think the League will succeed. The League will protect the world from war. The world has just come out of a war. The League will fail. Answer about the League = 3–4, answers about other aspects = 3. **Level 2 Plausible misinterpretation of the source 2** e.g. The world is at war. **Level 1 Surface description of cartoon 1** **Level 0 No evidence submitted or response does not address the question 0**	**7**

Question	Answer	Marks
5	**Study Source H. Do you find this source surprising? Explain your answer using details of the source and your knowledge.** **Level 5 Uses the fact that the US rejected the Treaty to explain why not surprising that a member of Wilson's government is defending the Treaty/Wilson 7–8** **Level 4 Uses other sources or specific contextual knowledge to explain why surprising/not surprising that the Treaty/Wilson is praised 4–6** Award 6 marks if explains valid reasons for being surprised and not surprised **Level 3 Answers based on provenance 3** e.g. not surprised it praises Wilson because it is the day he left office or it is by a member of his government **Level 2 Valid analysis of the source but fails to state if surprised or not OR Identifies what is/is not surprising but no valid explanation 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**	**8**

Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that Wilson achieved his aims in the Treaty of Versailles? Use the sources to explain your answer.** 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 ***x*** for each source use rejecting the statement. **Agree (✔): A, B, D, G, H** **Disagree (*x*): A, B, C, E, F, G** **Level 3 Uses sources to support and reject the statement 7–10** **Level 2 Uses sources to support or reject the statement 4–6** **Level 1 No valid source use, writes about the topic 1–3** **Level 0 No evidence submitted or response does not address the question 0**	**12**