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Cambridge International General Certificate of Secondary Education

HISTORY **0470/21**

Paper 2 **May/June 2017**

MARK SCHEME

Maximum Mark: 50

Published

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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.**	**8**
	Level 5 Compares big messages i.e. in both sources the town is important as the stage on which the revolutions play out.	7–8
	Level 4 Agreement AND disagreement of detail or sub-messages	6
	Level 3 Agreement OR disagreement of detail or sub-messages (Suggestions below may not be a definitive list) Agreements: • Liberalism/nationalism was a factor • Ruling classes failed to control the revolutions • Lower classes were an important factor Disagreements: • Middle classes were revolutionary in A, but not in B	3–5
	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. Why did Radetzky send this letter in December 1847? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Reason based on purpose in context of 1847 i.e. must also be dealing with situation in Italy at that time.	8
	Level 5 Reason based on general purpose (must have intended impact on audience) i.e. to get Vienna to react	7
	Level 4 Reason based on the big message i.e. to say that help from Vienna is needed	5–6
	Level 3 Reason based on context only OR Reason based on valid sub-message(s)	3–4
	Level 2 Interprets letter or describes the context – but not used as a reason for publication OR Reasons based on misreadings of the source	2
	Level 1 Paraphrases the source	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
3	**Study Source D. What is the message of this cartoon? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Cartoonist's point of view i.e. revolution would be a good thing.	7
	Level 4 Interprets the big message of the cartoon i.e. must encompass **both** the revolution **and** the useless rulers	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
4	**Study Sources E and F. Would the weavers in Source E have been pleased with Source F? Explain your answer using details of the sources and your knowledge.**	**7**
	Level 5 Argues no because the kinds of changes in Source E will not address their concerns	7
	Level 4 Argues yes because in Source E they are bringing about reforms/changes	5–6
	Level 3 Argues no because Lichnowsky says that they are not agitators/not interested in change	3–4
	Level 2 Undeveloped use of provenance	2
	Level 1 Unsupported assertions	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
5	**Study Source G. Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Yes or No: explains with reference to contextual knowledge.	7–8
	Level 4 Yes or No: explains with reference to other source(s)	5–6
	Level 3 Yes or No: assertions based on everyday empathy i.e. what you would expect of any king	3–4
	Level 2 Valid analysis of source, but no conclusion on surprise	2
	Level 1 Writes about the sources but does not address the question OR identifies what is/is not surprising, but no explanation	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 were brought about by the weakness of the existing regimes? Use the sources to explain your answer.**	**12**
	Level 3 Uses sources to support and reject the statement Award up to 2 bonus marks for developed 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 √ in the margin for each source use in support of the statement and X for each source use rejecting the statement. √ – A, B, C, D, G X – A, B, C, D, E, F, G	7–10
	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 do these two sources agree? Explain your answer using details of the sources.**	**7**
	Level 5 Compares big messages on judgement on the Treaty <u>overall</u> i.e. in Source A the Treaty is generally OK, but in Source B it is fraught with problems. (Do not allow unqualified 'A shows success, B shows failure': the explanation needs to indicate how far the Treaty was/was not a success.)	7
	Level 4 Agreement AND disagreement of detail or sub-messages	5–6
	Level 3 Agreement OR disagreement of detail or sub-messages (Suggestions below may not be a definitive list) Agreements: • It was (Wilson) hoped that the League would resolve difficulties • The Treaty was harsh (don't allow it was too harsh) • There were difficulties/there was still work to do • That Germany had to pay reparations • There were doubts about the League Disagreements: • In A Clemenceau (France) got a lot, but in B was outwitted • In A the peace was just, in B it was dominated by greed • In A Wilson was satisfied, in B he was not satisfied • In A the Treaty was (harsh but) just, in B it was (too harsh) and unjust • In A the Treaty was a victors' peace, in B the victors were under attack because of the peace	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

Question	Answer	Marks
2	**Study Source C. Why was this source published in Germany in 1919? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Reason based on Big Message plus purpose in context of 1919	8
	Level 5 Reason based on purpose in context of 1919 (must have intended impact on the German audience, i.e. an action the audience was intended to take)	7
	Level 4 Reason based on the big message i.e. to say that the Treaty was wicked/evil/mad (i.e. reason must have an 'edge', and focus on the Treaty not the peacemakers)	5–6
	Level 3 Reason based on context only OR Reason based on valid sub-message(s) e.g. to say that the Treaty is harsh/unfair/unjust Sub-messages can be on the peacemakers.	3–4
	Level 2 Reasons based on misreadings of the cartoon OR Interprets cartoon 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

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 Yes/No: compares the sources, plus evaluates purpose of Source E	8
	Level 5 Yes/No: compares the sources, plus evaluates through cross-reference to contextual knowledge/other source(s)	7
	Level 4 Yes or No: explains using agreements/disagreements between the sources (Don't allow 'No because both show the Treaty was harsh')	5–6
	Level 3 Explains surprised/not using Source E only i.e. no valid use of Source D	4
	Level 2 Yes/No: explained by undeveloped provenance	2–3
	Level 1 Writes about sources but fails to address the question OR Identifies what is/not surprising in Source E, but no explanation	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
4	**Study Source F. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Cartoonist's point of view i.e. condemning the Allies' hypocrisy over the issue of disarmament (must have both elements, i.e. hypocrisy alone would be L4)	7–8
	Level 4 Interprets the big message of the cartoon i.e. the way the Allies treated Germany was unfair (i.e. a critical judgement on the Allies – DON'T allow judgements about the Treaty) Note: 'treatment was harsh' is not enough, but 'Allies' treatment of Germany was too harsh' would be.	5–6
	Level 3 Interprets sub-message of the cartoon (At this level you can allow sub-messages about the Treaty)	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

Question	Answer	Marks
5	**Study Sources G and H. Do you trust what Lloyd George says in Source H about the Treaty of Versailles? Explain your answer using details of the sources and your knowledge.**	**7**
	Level 6 No: because Lloyd George has to make the Treaty *appear* hard in order to win Parliament's support for it	7
	Level 5 Cross-reference to other source(s)/specific contextual knowledge to evaluate Lloyd George (Note: do not allow attempts to cross-refer to *future* events. Also evaluation of G is irrelevant)	5–6
	Level 4 Explains based on comparison of content of Sources G and H	4
	Level 3 Undeveloped use of provenance	3
	Level 2 Analyses sources without stating whether Lloyd George is trusted	2
	Level 1 Unsupported assertions	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 were satisfied with the Treaty of Versailles? Use the sources to explain your answer.**	**12**
	Level 3 Uses sources to support and reject the statement Award up to 2 bonus marks for developed 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 √ in the margin for each source use in support of the statement and X for each source use rejecting the statement. The idea of 'satisfied' can comprise liking, approving, thinking it was fair etc. √ – A, C, D, E, F, G, H X – A, B, C, D, E, F, G, H	7–10
	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