Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/21**

Paper 2 **May/June 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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Question	Answer	Marks
19th Century topic		
1	**Study Source A. What impressions does this source give of the events leading up to the Franco-Prussian War? Explain your answer using details of the source.**	**6**
	Level 5 Makes an overall inference about the events e.g. Overall Prussia is the aggressive one, Prussia is to blame for war, etc. **6**	
	Level 4 Makes valid supported inferences **4–5**	
	Level 3 Makes inferences – not supported i.e. separate inferences about France, or 1866. or 1870 **3**	
	Level 2 Uses surface information to answer the question but no inferences **2**	
	Level 1 Copies or paraphrases the source – no sense of the question **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2	**Study Sources B and C. Does Source C prove that Bismarck was lying in Source B? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Compares, then evaluates both sources to answer the question **7–8**	
	Level 5 Compares, then evaluates one source to decide **6**	
	Level 4 Focuses just on Source B and evaluates it to answer the question **5**	
	Level 3 Answers based on agreements and disagreements **4**	
	Level 2 Answers based on agreements or disagreements **2–3**	
	Level 1 Surface descriptions of the source(s) or assertions that do not compare the sources **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 in 1867? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Explains the purpose of the cartoon (must have intended impact on audience) Award 8 marks if purpose explained in context **7–8**	
	Level 4 Explains the big message **6**	
	Level 3 Explains context only – fails to explain message or purpose of source **4–5** **OR** **Level 3** Explains a valid sub-message	
	Level 2 Misreadings of the source **2–3** **OR** **Level 2** Interprets cartoon or describes the context – but not used as a reason for publication	
	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. How far does Source E make Source F 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 **6–7**	
	Level 4 Evaluates F but no valid use of Source E **5**	
	Level 3 Answers based on agreements/disagreements **3–4**	
	Level 2 Answers based on undeveloped provenance or identifies what surprised by but no explanation or analyses the source appropriately but fails to state whether surprised **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
5	**Study Source G. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Explains point of view of cartoonist The cartoonist is criticising Bismarck for what the war will cause: must be *explicit* on criticism **7–8**	
	Level 4 Explains big message The Big Message must comprise both Bismarck and death e.g. Bismarck will come to regret causing the war, because of the huge casualties it will cause **5–6**	
	Level 3 Sub-message(s) explained These will be on individual elements of the cartoon, e.g. the war dead, Bismarck **3–4**	
	Level 2 Plausible misinterpretations e.g. Prussia will lose the war **2**	
	Level 1 Surface description of source **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 Prussia was responsible for the Franco-Prussian War? 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, D, E, G × – (A), B, C, (D), (E), 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**	

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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.**	**7**
	Level 5 Compares big messages on prospects for the League i.e. both indicate that the prospects for the League are uncertain/not straightforward/problematic **7**	
	Level 4 Agreement AND disagreement of detail or sub-messages **6**	
	Level 3 Agreement **OR** disagreement of detail or sub-messages **3–5** Possible agreements include: • League is very important to Wilson • British people supported the League • Lloyd George not keen on League • French liberals supported League • Doubts in US on powers of the League • Many Americans supported the League Possible disagreements include: • Clemenceau against the League in A, willing to give it a go in B • Lloyd George not attracted to idea of League in A, some attraction in B • Lloyd George finds Wilson's idea ludicrous in A, would go along with it in B	
	Level 2 Identifies information that is in one source but not in the other **2** **OR** **Level 2** States that the sources are about the same subject **OR** **Level 2** Compares the provenance of the sources	
	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 Sources C and D. Does Source D prove that Source C was wrong? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 7 Compares the sources and evaluates both **8**	
	Level 6 Compares the sources and evaluates one of them **6–7**	
	Level 5 Evaluates C but no valid use of D **5**	
	Level 4 Answers based on disagreements **4**	
	Level 3 Answers based on agreements **3**	
	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**	

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Question	Answer	Marks
3	**Study Source E. Why was this cartoon published in 1919? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Reasons based on the purpose of the cartoon **7–8** i.e. must include the intended outcome of the impact of the message on the audience. Award 8 marks if the purpose has specific contextual support.	
	Level 4 Reasons based on the Big Message **5–6** i.e. **EITHER** to say that the League will fail, despite its high aspirations **OR** the League will succeed, and has high aspirations (in either case, both elements of the message must be present)	
	Level 3 Reasons based on explained context **3–4** **OR** **Level 3** Reasons based on a valid sub-message	
	Level 2 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**	

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Question	Answer	Marks
4	**Study Source F. Why was Bourgeois speaking to Wilson like this? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Reasons based on Bourgeois' purpose in context i.e. on Bourgeois' aim to get Wilson to tighten up the security offered by the League **7**	
	Level 5 Reasons based on source content explained in context **6**	
	Level 4 Reasons based on developed context i.e. on the French experience of the War, or what they expected to get out of the War **5**	
	Level 3 Reasons based on content of the source **3–4**	
	Level 2 Valid analysis of the source, but no reason given **2** **OR** **Level 2** Undeveloped answers about context, purpose	
	Level 1 Writes about the source, no reason given **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. Does Source G make Source H surprising? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 7 Yes/No, compares the sources and evaluates both **8**	
	Level 6 Yes/No, compares the sources and evaluates one of them **7**	
	Level 5 Yes/No, evaluates H but no valid use of G **6**	
	Level 4 Yes, because they disagree i.e. comparison of content to show disagreement **4–5**	
	Level 3 No, because they agree i.e. comparison of content to show agreement **3**	
	Level 2 Answers based on undeveloped provenance **OR** **Level 2** Identifies what is/is not surprising, but no 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**	

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Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that the League of Nations had little support from the beginning? 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. **(i.e. little/no support)** ✓ – A, B, D, E, F, H **(i.e. much support)** × – A, B, C, E, G	
	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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