Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/23**

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 Bismarck? Explain your answer using details of the source and your knowledge..**	**7**
	Level 4 Explains an overall inference about Bismarck **7** Bismarck is planning a major Prussian action against Austria for internal Prussian purposes	
	Level 3 Makes valid supported inferences **4–6**	
	Level 2 Makes inferences – not supported **2–3** **e.g. important politician, ambitious, persuasive, calculating.**	
	Level 1 Copies or paraphrases the source – no sense of the question **1** **OR** **Level 1 Uses surface information to answer the question but no inferences**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2	**Study Source B. Why did the Crown Prince send this letter in April 1866? Explain your answer using details of the source and your knowledge.**	8
	Level 7 Explains the purpose of the letter in context of 1866 **8** e.g. Avoid a war, reduce Bismarck's influence, to place the blame on Bismarck.	
	Level 6 Explains big message in context of 1866 **7**	
	Level 5 Explains the big message **6** Concern that Bismarck's influence over his father will lead to war for Prussia	
	Level 4 Explains a valid sub-message as a reason **5**	
	Level 3 Explains context only as a reason – fails to explain message or purpose of source **3–4**	
	Level 2 Describes the context – not used as a reason for sending the letter **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
3	**Study Sources C and D. How far do these two sources agree? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Compares big messages **7–8** In C Germans approve of Bismarck because he will achieve German unity, while in D the Germans have to be coerced by Bismarck.	
	Level 4 Agreement and disagreement of sub-messages **5–6**	
	Level 3 Agreement or disagreement of sub-messages **3–4** **OR** **Explains big message(s) but no comparison**	
	Level 2 Identifies information that is in one source but not in the other **2** **OR states that the sources are about the same subject** **OR Compares the provenance of the sources** **OR Explains sub-message(s), no comparison**	
	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
4	**Study Source E. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Level 4 plus explicit disapproval – explains point of view of cartoonist **7**	
	Level 4 Explains big message **5–6** German unification will be achieved through Prussian force	
	Level 3 Sub-message(s) explained **3–4**	
	Level 2 Plausible misinterpretations **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
5	**Study Sources F and G. How far does Source G make Source F surprising? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Compares the sources and evaluates both **7–8**	
	Level 5 Compares the sources and evaluates one of them **5–6**	
	Level 4 Evaluates F but no valid use of Source G **4**	
	Level 3 Answers based on agreements/disagreements **3–4**	
	Level 2 Answers based on undeveloped provenance **2** **OR identifies what surprised by but no explanation** **OR analyses the source appropriately but fails to state whether surprised**	
	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 Bismarck and his achievements were admired? 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, G × – A, B, 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 Source A. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Explains point of view of cartoonist **7** The cartoonist approves of the setting up of the League because it will stop war	
	Level 4 Explains big message **5–6** The League will be effective in stopping war.	
	Level 3 Sub-message(s) explained **3–4** War needs to be controlled, war was a big problem at that time, it was necessary to control war, the aim of the League was to prevent war, the League could contain war, the cartoonist hopes the League will work.	
	Level 2 Plausible misinterpretations **2** Any answers that claim the dog is the League or that the League will fail.	
	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
2	**Study Sources B and C. Does Source C make Source B 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 B but no valid use of C **5**	
	Level 3 Answers based on agreements/disagreements **3–4**	
	Level 2 Answers based on undeveloped provenance **2** **OR** **Identifies what is/is not surprising in B but no explanation**	
	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 Sources D and E. Does Source D prove that Riddell and Lloyd George (Source E) were wrong about the League of Nations? Explain your answer using details of the sources and your knowledge.**	**7**
	Level 5 Compares D and E and then uses cross reference or contextual knowledge to explain why E is/is not wrong **7**	
	Level 4 Evaluates E, no use of D. **6**	
	Level 3 Answers based on the differences/agreements in the opinions about the League **4–5**	
	Level 2 Undeveloped answers based on provenance **2–3**	
	Level 1 Surface description of sources/Unsupported assertions **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4	**Study Sources F and G. Do these two cartoonists agree? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 7 Compares the pessimism of F with the optimism of G **8**	
	Level 6 Compares big messages – the League will fail in F, in G it will become stronger and stronger and be effective **6–7**	
	Level 5 Compares valid sub-messages **5**	
	Level 4 Interprets big message of one/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
5	**Study Source H. Why did Clemenceau write this at that time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 7 Level 6 in context of 1920s **8**	
	Level 6 Explain the purpose of the source as a reason **6–7** e.g. To justify his earlier suspicion of the League, to explain that he had been right all the time about the League. **OR Explains big message in context of 1920s**	
	Level 5 Explains the big message as a reason **5** The League was a failure/pointless.	
	Level 4 Explains a valid sub-message as a reason **4**	
	Level 3 Explains context as a reason (allow any valid points from 1920s) – fails to explain message or purpose of source **3**	
	Level 2 Describes the context/interprets source but not used as a reason for writing this memoir OR gives his imminent death as a reason **2**	
	Level 1 Unsupported assertions or surface summary **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 was seen positively from the start? 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, G × – B, C, E, F, H	
	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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