Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/21**

Paper 2 **May/June 2021**

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 May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **14** printed pages.

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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.

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
	Option A: Nineteenth 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 4 **6–7** Agreement and disagreement of detail or sub-messages	
	Level 3 **3–5** Agreement or disagreement of detail or sub-messages **Agreements** Absence of Rome a serious blow to united Italy The South posed problems. United Italy was a disappointment in some ways. Venice joined in 1866. Rome joined in 1870. **Disagreements** A downbeat about united Italy, B more positive. United Italy a disappointment in A, a great achievement in B. Risorgimento complete by 1870 in A, some parts of Italy still controlled by Austria to end of 1WW.	
	Level 2 **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.	
	Level 1 **1** Writes about the sources but makes no valid comparison	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
2	**Study Source C.** **This source was not drawn until 1910. Does this mean it cannot provide any useful evidence about Italian unification? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 **7** Useful for what it tells you about how Risorgimento was viewed in 1910, i.e. Bases answers on purpose of source/what the fact that this is being celebrated in 1910 means, e.g. how much it was valued	
	Level 4 **5–6** Bases answers on the message of the source i.e. about the popularity of what was happening in 1860	
	Level 3 **3–4** Not useful: either because of the fact that it was produced in 1910, or because of what it does not tell you about the Risorgimento (must say what this is)	
	Level 2 **2** Useful for surface information in source (i.e. what you can see) **OR** Answers based on undeveloped use of provenance	
	Level 1 **1** Unsupported assertions	
	Level 0 **0** No evidence submitted, or response does not address the question – nothing on utility	

Question	Answer	Marks
3	**Study Sources D and E.** **How far does Source D prove that Source E was wrong? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 **7–8** Compares the sources and evaluates one of them	
	Level 5 **6** Evaluates E but no valid use of D	
	Level 4 **4–5** Answers based on disagreements. Yes, because of the disagreement = 4 marks No, explained by provenance = 5 marks	
	Level 3 **3** No, because they agree	
	Level 2 **2** Answers based on undeveloped provenance	
	Level 1 **1** Writes about the sources, no valid comparison	
	Level 0 **0** No evidence submitted, or response does not address the question	

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Question	Answer	Marks
4	**Study Source F.** **Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 **8** Uses contextual knowledge to show how they are not surprised by the content of the source	
	Level 5 **6–7** Uses contextual knowledge to show how they are surprised by the content of the source	
	Level 4 **4–5** Matches or mismatches with other sources	
	Level 3 **3** Answers based on everyday empathy/internal arguments/provenance	
	Level 2 **2** Valid analysis of source but fails to state whether surprised or not	
	Level 1 **1** Identifies what is/is not surprising, but no valid reason given	
	Level 0 **0** No evidence submitted, or response does not address the question – nothing on surprise	

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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 own knowledge.**	**8**
	Level 5 **7–8** Explains point of view of cartoonist. i.e. favourable towards Italian unification	
	Level 4 **5–6** Explains big message. i.e. that unification will bring an end to problems caused by bad traditional rulers	
	Level 3 **3–4** Sub-message(s) explained. *e.g. banditry had been a problem, banditry will come to an end, the New Italy is determined to solve the country's problems,* etc.	
	Level 2 **2** Plausible misinterpretations	
	Level 1 **1** Surface description of source	
	Level 0 **0** No evidence submitted, or response does not address the question	

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Question	Answer	Marks
6	**Study <u>all</u> the sources.** **How far do these sources provide convincing evidence that Italian unification was a triumph? Use the sources to explain your answer.**	**12**
	Award up to 2 bonus marks for evaluation of sources (no more than 1 per source). Source use must be referenced 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. ✔ : B C E G ***X*** : A B D F	
	Level 3 **7–10** Uses sources to support and reject the statement	
	Level 2 **4–6** Uses sources to support or reject the statement	
	Level 1 **1–3** No valid source use	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
	Option B: Twentieth 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 4 **6–7** Agreement and disagreement of detail or sub-messages	
	Level 3 **3–5** Agreement or disagreement of detail or sub-messages **Agreements** Germans hated the Treaty/Germans objected/German problem not solved. Demand for plebiscite in Upper Silesia accepted (**not** that it was held). Germany lost land. British thought the Treaty was too harsh. Treaty would need to be revised. Germany would have to pay reparations/would stop paying reparations. **Disagreements** Peacemakers did their best (A), peacemakers vindictive (B). Germany's loss of land not serious (A), serious (B). Reparations a lesser burden (A), serious burden (B). Treaty not too harsh (A), too harsh (B)/ German economy not destroyed (A), seriously harmed by reparations (B). Treaties not to blame for failure to bring lasting peace (A), treaties were to blame (B). Germany made more powerful (A), armed forces crippled (B).	
	Level 2 **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.	
	Level 1 **1** Writes about the sources but makes no valid comparison	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
2	**Study Source C.** **How useful is this source as evidence about the Treaty of Versailles? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 **8** Useful as evidence of what the artist/magazine wanted people to think or do about the Treaty. i.e. as evidence of its propaganda purpose against the Treaty.	
	Level 5 **6–7** Useful/not useful based on contextual evaluation/cross-reference. i.e. explains utility in relation to whether it can be believed.	
	Level 4 **5** Useful as evidence of what Germans think about the Treaty. Must identify what this is.	
	Level 3 **3–4** Utility based on information in the source about (the impact of) the Treaty.	
	Level 2 **2** Not useful because of what it does not tell you about the Treaty (must say what this is).	
	Level 1 **1** Unsupported assertions or undeveloped use of provenance or surface details, e.g. Useful because it shows Germans are starving	
	Level 0 **0** No evidence submitted, or response does not address the question, i.e. fails to address utility	

Question	Answer	Marks
3	**Study Source D.** **Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 **7** Uses contextual knowledge to explain not surprised by Wilson's persuasive purpose, i.e. of getting support for ratification or for League	
	Level 5 **5–6** Uses contextual knowledge to be surprised or not surprised by content	
	Level 4 **4** Uses cross-reference to other sources to be surprised or not surprised by content	
	Level 3 **3** Explains surprised/not surprised based on everyday empathy/internal arguments/unexplained assertions about purpose	
	Level 2 **2** Valid analysis of source but fails to state whether surprised or not	
	Level 1 **1** Identifies what is/is not surprising, no valid reason given.	
	Level 0 **0** No evidence submitted, or response does not address the question, i.e. does not address 'surprised'.	

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Question	Answer	Marks
4	**Study Sources E and F.** **How far would these two cartoonists have agreed? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 7 **8** Disagreements of cartoonists' opinions about the Treaty/reparations **OR** Disagreements of messages about Germany	
	Level 6 **7** Agreements of cartoonists' opinions about the Treaty/reparations (must include supported comparison of message, or just L4)	
	Level 5 **5–6** Agreements of the messages about Germany suffering	
	Level 4 **4** Agreements/disagreements of sub-messages *e.g. both sources say reparations are huge, but reparations have been fixed in F but are unlimited in E etc.*	
	Level 3 **3** Valid interpretation of one or both sources – but no valid comparison	
	Level 2 **2** Comparisons based on use of undeveloped provenance	
	Level 1 **1** Surface comparisons *e.g. Germany is a horse in E, but a human in F.*	
	Level 0 **0** No evidence submitted, or response does not address the question	

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Question	Answer	Marks
5	**Study Source G.** **Why did Lloyd George write this book at this time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 **8** To justify himself, explained in context of 1938. i.e. explains why then	
	Level 5 **6–7** To justify himself, explained	
	Level 4 **5** Explains the big message. i.e. Because he wanted to say that the Treaty could have been fine if it had not subsequently been betrayed	
	Level 3 **3–4** Reason based on context only - fails to explain message or purpose of source **OR** reason based on a valid sub-message (this can include unexplained self-justification).	
	Level 2 **2** Interprets source or describes the context - but not given as a reason for publication	
	Level 1 **1** Writes about the source, no valid reason given	
	Level 0 **0** No evidence submitted, or response does not address the question, i.e. no mention of Source G.	

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Question	Answer	Marks
6	**Study <u>all</u> the sources.** **How far do these sources provide convincing evidence that the Treaty of Versailles could have been justified in the period 1919 to 1921? Use the sources to explain your answer.**	**12**
	Award up to 2 bonus marks for evaluation of sources (no more than 1 per source). Source use must be referenced 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. ✔ : A D G ***X*** : A B C E F G	
	Level 3 **7–10** Uses sources to support and reject the statement	
	Level 2 **4–6** Uses sources to support or reject the statement	
	Level 1 **1–3** No valid source use	
	Level 0 **0** No evidence submitted, or response does not address the question	