Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/23**

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.

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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
	Option A: Nineteenth Century Topic	
1	**Study Source A.** **Why did Radetzky send this letter in 1849? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 **8** Explains purpose in context	
	Level 5 **6–7** Explains the purpose of publication (must have intended impact on audience) – to get the Austrian government to agree to punish harshly those responsible for the rebellion against Austria.	
	Level 4 **5** Explains the big message – those responsible for the rebellions against Austria should be punished harshly	
	Level 3 **3–4** Explains context only – fails to explain message or purpose of source, **OR** Explains a valid sub-message	
	Level 2 **2** Interprets source or describes the context – but not used as a reason for publication	
	Level 1 **1** Surface descriptions of the source	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
2	**Study Sources B and C.** **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 could include:** Napoleon said he would like to 'do something for Italy'. Napoleon played a part in helping Italy unify. In 1858 Napoleon's aim was not to unite Italy. Napoleon wanted to create an Italian federation. **Disagreements** could focus on the difference in Napoleon's aims.	
	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
3	**Study Sources D and E.** **Why do these two accounts of Napoleon's plans for Italy differ? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 **7–8** Contextual explanation of why his plans changed	
	Level 4 **5–6** Contextual explanation of why he had the two plans	
	Level 3 **3–4** Answers that make use of provenance to explain why his plans differ	
	Level 2 **2** Describes the differences	
	Level 1 **1** Unsupported assertions	
	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 be surprised **AND** not surprised by the source.	
	Level 5 **6–7** Uses contextual knowledge to be surprised **OR** not surprised by content.	
	Level 4 **4–5** Matches or mismatches with other sources	
	Level 3 **3** Assertions based on everyday empathy	
	Level 2 **2** Valid analysis of source but fails to state whether surprised or not.	
	Level 1 **1** Writes about the source but fails to address the question	
	Level 0 No evidence submitted, or response does not address the question **0**	

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 **7–8** Explains point of view of the cartoonist – he is sympathetic to the cause of Italian unification.	
	Level 4 **5–6** Explains the big message – Austria, Napoleon and the Pope are all threats to Italian unification.	
	Level 3 **3–4** Sub-message(s) explained	
	Level 2 **2** Plausible misinterpretations	
	Level 1 **1** Surface description of the 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 Austria and France hindered the process of Italian unification? 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 B C D E G ***x*** : B C D E 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 Source A.** **What impressions does this source give of Clemenceau? Explain your answer using details of the source.**	**6**
	Level 5 **6** Answers that give more than one supported, valid impression. Valid impressions may include: Clemenceau was reasonable, misunderstood, innocent, open-minded, rational, tragic. He tried his best. He was unpopular, didn't satisfy the French/lost the trust of the French, the French felt betrayed, he was a target for French fears, he was blamed, his actions received a backlash.	
	Level 4 **5** Answers that give one supported, valid impression	
	Level 3 **4** Answers based on one or more valid impression without support.	
	Level 2 **2–3** Answers based on invalid impression(s), e.g. Clemenceau was weak, not a tough negotiator	
	Level 1 **1** Surface details of the source, e.g. he was soft, he betrayed France, no inferences, answers that write about Clemenceau without reference to the source.	
	Level 0 **0** No evidence submitted, or response does not address the question	

Question	Answer	Marks
2	**Study Source B.** **Why was this source published at this time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 **8** Explains purpose in context. **Context:** The Treaty has not yet been signed, but negotiations are well underway.	
	Level 5 **6–7** Explains the purpose of the publication (must include intended impact on the audience) – to get people to accept/support the reparations bill/justify the reparations bill. **Note:** Allow reference to the Treaty if there is focus on reparations elsewhere in the response	
	Level 4 **5** Explains the big message – the reparations are fair, or Germany is being unreasonable in complaining about the reparations	
	Level 3 **3–4** Explains context only – fails to explain message or purpose of source, **OR** Explains a valid sub-message	
	Level 2 **2** Interprets source or describes the context – but not used as a reason for publication	
	Level 1 **1** Surface descriptions of the source	
	Level 0 **0** No evidence submitted, or response does not address the question	

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Question	Answer	Marks
3	**Study Sources C and D.** **How far does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 **7–8** Compares the sources and contextually evaluates one of them	
	Level 4 **6** Evaluates D but no valid use of C, e.g. purpose of D in context	
	Level 3 **3–5** Answers based on agreements/disagreements **Agreements** may include: Germany has to pay reparations. Germany is not happy/protesting. **Disagreements** include: C – the Treaty is not just/fair, not a peace of justice, Germany cannot bear its terms. D – the Treaty is just/fair, is a peace of justice, Germany won't be strangled/crippled. Award 3 if based on agreement, 4–5 if based on disagreements. If uses provenance to argue not surprised by disagreement, award 5.	
	Level 2 **2** Answers based on undeveloped provenance, no valid use of content, e.g. C does not make D surprising because one is French, and one is German.	
	Level 1 **1** Identifies something in D that is surprising – no valid explanation	
	Level 0 **0** No evidence submitted, or response does not address the question, i.e. does not address surprise.	

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Question	Answer	Marks
4	**Study Source E.** **How useful is this source to a historian studying the Treaty of Versailles? Explain your answer using details of the source and your knowledge.**	**8**
	Level 7 **8** Explains how the source is useful evidence that British opinion wanted the Treaty to be harsher.	
	Level 6 **7** Contextual evaluation – uses contextual knowledge/cross reference to question whether Germany was really punished harshly.	
	Level 5 **6** Answers based on the big message – the source is useful because it tells us that the Treaty was not tough/harsh enough and that Germany deserves tougher treatment/Germany hasn't got the punishment it deserves.	
	Level 4 **4–5** Answers based on sub-messages (inferences), e.g. part of the big message.	
	Level 3 **3** Explains what the source does not tell us – must be specific knowledge about what is missing **OR** Rejects the source because British/biased or asserts it is useful for British point of view or use of developed provenance.	
	Level 2 Uses source for surface information, e.g. paraphrases source	
	Level 1 **1** Unsupported assertions/misinterpretations/undeveloped use of provenance.	
	Level 0 **0** No evidence submitted, or response does not address the question, e.g. fails to address useful**.**	

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Question	Answer	Marks
5	**Study Source F.** **What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 **8** Explains point of view of cartoonist – the cartoonist disapproves of the harsh treatment of Germany.	
	Level 4 **6–7** Explains big message – Clemenceau wants Germany to be punished harshly.	
	Level 3 **3–5** Sub-message(s) explained – the Treaty was a diktat, the Treaty was harsh, the Germans are surprised/worried about the terms of the Treaty, Germany was being/will be punished, Germany will suffer, **OR** Argues the cartoonist approves of what is happening to Germany (award 3–4 only for 'approves' answers).	
	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
6	**Study <u>all</u> the sources.** **How far do these sources provide convincing evidence that Germany was punished as much as the French wanted? 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 D F ***x*** : A B E	
	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 **1–3**	
	Level 0 No evidence submitted, or response does not address the question **0**	