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Cambridge International General Certificate of Secondary Education

HISTORY **0470/21**

Paper 2 **October/November 2016**

MARK SCHEME

Maximum Mark: 50

Published

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Option A: 19th 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 **[7]**

In A the revolutionaries could have defeated the Austrians; in B they stood no chance.

Level 4 Agreement and disagreement of detail or sub-messages **[5–6]**

Level 3 Agreement or disagreement of detail or sub-messages **[3–4]**

Agreements: revolutionaries failed to win the support of the peasants; Charles Albert was incompetent as a leader; they both say Charles Albert went to war against Austria; the revolution in Venice was successful at first (or Austrians lost control in Venice); the Roman Republic was crushed by France/Austria; democrats and republicans were in the national movement: in both, the revolutionaries were divided.

Disagreements: there is land reform in A but not in B; in B Charles Albert was enthusiastic but not in A; in B he wanted an independent and united Italy but in A he saw it as a dynastic struggle; in B they lost because of Austrian strength, in A they lost because of Charles Albert.

Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject **[2]**
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]**

2 Study Source C. Why did Charles Albert issue this proclamation? Explain your answer using details of the source and your knowledge. [8]

Level 6 Explains purpose in context of March 1848 **[8]**

Level 5 Explains the purpose of the source **[7]**
- (must have intended impact on audience)

Level 4 Explains the big message **[5–6]**
- He is telling them that Piedmont is going to provide them with leadership

Level 3 Explains context only – fails to explain message or purpose of source **[3–4]**
OR
Explains a valid sub-message **[3–4]**
- Must be inferences rather than copying, e.g. Austria can be defeated
- Austria is the oppressor, their cause is just

Level 2 Interprets source or describes the context – but not used as a reason for issuing the source **[2]**

Level 1 Surface descriptions of the source (copying) **[1]**

Level 0 No evidence submitted or response does not address the question **[0]**

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3 Study Sources D and E. How far does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge. [8]

Level 5 Uses the provenance/purpose of D or E to explain whether surprised by E **[7–8]**

Level 4 Uses details of D to explain whether E is surprising **[5–6]**

Level 3 Explains whether surprised by Source E **[3–4]**

Level 2 Valid analysis of source but fails to state whether surprised or not **[2]**
OR identifies something surprising/not surprising but not explained

Level 1 Writes about sources but fails to address the question **[1]**

Level 0 No evidence submitted or response does not address the question **[0]**

4 Study Source F. What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

Level 4 Explains big message **[6–8]**
The Pope betrayed the revolutionaries by changing his mind/by selling them out

Level 3 Sub-message explained (these will not be contextualised) **[3–5]**
e.g. the Pope is wicked, the Pope cannot be trusted
Award 5 marks if contextually explained.

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]**

5 Study Source G. Do you believe Garibaldi? Explain your answer using details of the source and your knowledge. [7]

Level 6 Uses purpose of Garibaldi to evaluate G **[7]**

Level 5 Cross-references to check overall message of G **[6]**

Level 4 Cross-references to check details in the source **[4–5]**

Level 3 Identifies what can/cannot be believed but no valid explanation **[3]**

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]**

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6 Study <u>all</u> the sources. How far do these sources provide convincing evidence that the revolutions of 1848–49 in Italy failed because of Charles Albert? 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 Y in the margin for each source use in support of the statement and N for each source use rejecting the statement.

Yes	No
A B	(A) B C D E F 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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Option B: 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 **[7]**
Italy not to blame for the crisis in A, in B it was Italy and the great powers to blame

Level 4 Agreement and disagreement of detail or sub-messages **[5–6]**

Level 3 Agreement or disagreement of detail or sub-messages **[3–4]**

Agreements: idea of occupying Abyssinia was popular in Italy; the incident at Wal Wal sparked off the crisis; Hoare-Laval is seen as being favourable to Italy; both criticise Britain; both say sanctions were lifted; both say the League suffered a defeat; Hoare-Laval gave them a chance to have discussions; Hoare-Laval was not a success; in both, Italy had economic problems.

Disagreements: they differ over why it was a defeat for the League; they disagree in that A is unsympathetic towards Abyssinia while B is sympathetic, and A is sympathetic towards Italy while B is unsympathetic; in A Mussolini had not thought of invading Abyssinia before Wal Wal, in B he had been waiting for an excuse; in A Italian motivation was the need for land (not colonies) but in B it was having a colony; in A Hoare-Laval does not encourage Italian aggression, in B it does; the invasion was popular in Italy for different reasons (A – need for land, in B as a distraction from economic problems or power and glory); in A Italy's problems were lack of land, in B they were economic; A blames Britain and Abyssinia while B blames Italy and the great powers.

Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject **[2]**
OR
Compares the provenance of the sources **[2]**
Only allow comparison of dates.

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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2 Study Sources C and D. How far does Source D prove that the author of Source C was right? Explain your answer using details of the sources and your knowledge. [8]

Level 5 Compares attitudes of C and D and then uses the provenance of source(s) or cross reference to evaluate C or D to explain whether the author of C was right in his point of view **[7–8]**

NB Allow as points of view that can be confirmed by D as (i) the invasion was justified, (ii) no one should interfere with the invasion, (iii) England should not get involved.

Level 4 Uses point of view of D to explain whether the author of C was right in his point of view **[5–6]**

Level 3 Explains whether the author of Source C was right in his point of view (no valid use of D) **[3–4]**

OR

Compares details to argue whether C was right (about how the British Empire was won) **[3]**

Level 2 Valid analysis of sources but fails to state whether the author of C was right or not **[2]**

OR

Identifies something right or not right but not explained **[2]**

OR

Answers based on simple use of provenance without comparing the sources **[2]**

Level 1 Writes about sources but fails to address the question **[1]**

Level 0 No evidence submitted or response does not address the question **[0]**

3 Study Source E. 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 about Italian action – must be a development of Level 4 **[8]**

Level 4 Explains big message **[6–7]**
Understands how the cartoon works, e.g. the Italians are claiming that they are fighting barbarism but in fact they are bringing barbarism to Abyssinia

Level 3 Sub-message explained **[3–5]**
e.g. the Abyssinians were civilized and not barbarians, or the Italians were barbarians

OR

The Italians brought destruction to Abyssinia, critical of war in Abyssinia.
Include here cartoonist's point of view of Italian action in Abyssinia (the Italian action is condemned as barbaric) but lacks the explanation needed for Level 4 **[4–5]**

Level 2 Plausible misinterpretations **[2]**
Reads the cartoon the wrong way round

Level 1 Surface description of source **[1]**
e.g. the Abyssinians lived in huts, the plane has dropped a bomb

Level 0 No evidence submitted or response does not address the question **[0]**

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4 Study Sources F and G. How far do these two cartoonists agree? Explain your answer using details of the sources and your knowledge. [8]

Level 6 Compares big messages – must be cartoonists' points of view **[8]**

Do not allow comparisons based on what sources say about the League (it's not in G).

Level 5 Compares sub-messages (or sub and big) **[6–7]**

Level 4 Explains big messages of source(s) – no valid comparison **[5]**
Must be cartoonist's point of view.
F criticises Italy, G criticises Britain or supports Italy (must be about their roles in the crisis, otherwise treat as sub-messages)

Level 3 Explains sub-messages of source(s) – no valid comparison **[3–4]**
These could be about how Britain and Italy are portrayed, e.g. Italy strong in F, Italy weak in G, Britain strong in G, the League was powerless in F, Britain was wealthy in G, Britain had colonies in G.

Level 2 Compares provenance of sources **[2]**

Level 1 Surface description of source(s) **[1]**

Level 0 No evidence submitted or response does not address the question **[0]**

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5 Study Source H. Are you surprised by this speech? Explain your answer using details of the source and your knowledge. [7]

Level 5 Uses contextual knowledge to explain whether surprised or not that Haile Selassie made this speech **to the League** **[6–7]**
There must be some knowledge about the functions of the failures of the League.

NB Answers need some cross-reference or some context and need to state whether or not surprised by speech as a whole to reach Levels 4 or 5.

Level 4 Matches or mismatches with other sources **[4–5]**
These answers must address whether it is surprising he made this speech.

Level 3 Assertions based on details within source **[3]**
These answers lack context and are likely to be based on consistency or lack of it
OR
On logic, or lack of it, within the source
e.g. I'm not surprised he says he is claiming justice because his country has been bombed
OR Cross references to check details in Source H **[3]**

Level 2 Valid analysis of source but fails to state whether surprised or not **[2]**
OR
States surprise/lack of surprise but no valid reason given
e.g. surprised that Italy used gas
Include in this level any answers that explain things that would upset Haile Selassie, or explain what the League was meant to do, but fail to explain what he is saying/asking for in the speech.

Level 1 Writes about source but fails to address the question **[1]**

Level 0 No evidence submitted or response does not address the question **[0]**

6 Study <u>all</u> the sources. How far do these sources provide convincing evidence that the Italian takeover of Abyssinia was justified? 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 Y in the margin for each source use in support of the statement and N for each source use rejecting the statement.

Yes	No
A C D G	B C D 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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