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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY **0470/22**

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]**
i.e. in both sources the Pope is the crucial factor

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: Mazzini was impractical, Mazzini supported revolution, Charles Albert was reactionary, Pius freed political prisoners, etc.

Disagreements: in A Charles Albert gives a constitution, in B has no affection for liberty; in B Charles Albert forced into reform by Pius's reforms, in A he is influenced positively by Pius's reforms, etc.

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 **[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 Sources C and D. How far does Source C prove Source D wrong? Explain your answer using details of the sources and your knowledge. [8]

Level 5 Uses the provenance of source(s) to explain whether the author of Source D was wrong **[7–8]**

Level 4 Uses details of C to explain whether the author of D was wrong **[5–6]**

Level 3 Explains whether the author of Source D was wrong **[3–4]**

Level 2 Valid analysis of source but fails to state whether the author of D was wrong or not **[2]**
OR
Identifies something wrong or not wrong but not explained **[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]**

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3 Study Sources E and F. Does Source E make Source F 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 F **[7–8]**

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

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

Level 2 Valid analysis of source but fails to state whether surprised or not **[2]**
OR
Identifies something surprising/not surprising but no valid explanation **[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]**

4 Study Source G. 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]**

Must be explicit statement of view of cartoonist.

Level 4 Explains Big Message **[5–6]**
i.e. the Rome Republic ushers in a new era of liberty which will triumph over reaction

Level 3 Sub-message 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]**

5 Study Source H. Do you trust what Charles Albert says in this source? Explain your answer using details of the source and your knowledge. [8]

Level 5 Uses context and/or purpose to evaluate the source **[7–8]**

Level 4 Uses cross-reference to evaluate source as a whole **[6]**
i.e. whether Charles Albert really believes this

Level 3 Cross-references to check details **[4–5]**

Level 2 Answers based on undeveloped use of provenance **[2–3]**

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 up to the late 1840s the Papacy was the main hope for change in Italy? 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 C F	A B D E G 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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Option B: 20th Century topic

1 Study Source A. What can you learn about the League of Nations from this source? Explain your answer using details of the source. [6]

Level 5 Infers author's overall message about the League with support from the source **[6]**

Level 4 Infers author's overall message about the League (the League had little chance of success) **[5]**

Level 3 Supported inferences – misses overall message of source **[4]**

Level 2 Unsupported valid inferences – misses overall message of source **[2–3]**

Level 1 Surface description of source – no inferences **[1]**

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

2 Study Source B. Why was this speech made? Explain your answer using details of the source and your knowledge. [8]

Level 6 Explains purpose in specific context of 1919 **[8]**

Level 5 Explains the purpose of the source (intended impact on audience) **[7]**
i.e. to get people to support US joining the League

Level 4 Explains the big message **[5–6]**
i.e. to tell Americans that the US should join the League

Level 3 Explains specific context only (i.e. that in 1919 US joining the League was still in the balance) – fails to explain message or purpose of source **[3–4]**
OR
Explains a valid sub-message **[3–4]**

Level 2 Interprets source or describes the context – but not used as a reason for the speech **[2]**
OR
Reasons that are valid but qualify for none of the higher levels **[2]**
e.g. reasons based on generalised context

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

Level 5 L4 PLUS explains point of view of cartoonist **[7–8]**
i.e. (regardless of the Big Message argued) the cartoonist favours the League

This must be an EXPLICIT point about the cartoonist. If no L4, then back into sub-message.

Level 4 Valid explanations of Big Message **[5–6]**
i.e. EITHER the League is doomed OR the League will bring a better future.
If *explanation* of the Big Message is invalid, then back into L3 for the Big Message alone.

Level 3 Sub-message explained **[3–4]**

Level 2 Misinterpretations **[2]**

Level 1 Surface description of source **[1]**

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

4 Study Sources D and E. Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge. [8]

Level 6 L4 or L5 plus evaluation of either D or E to explain whether surprised by E **[7–8]**

Level 5 Uses details of D to explain whether E is surprising AND not surprising **[6]**

Level 4 Uses details of D to explain whether E is surprising OR not surprising **[4–5]**

Level 3 Explains whether surprised by evaluating Source E **[3]**
OR
Not surprised, because both are critical of the League, unexplained **[3]**

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

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5 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 **[8]**

These on the League's FUTURE prospects: e.g. in F it has a chance of success, in G it is bound to fail.

Level 5 Compares sub-messages **[6–7]**
e.g. in F the League is strong, in G it is weak; in F the League can cope, in G it can't; in both the League has to deal with the world's problems, etc.

Level 4 Explains big messages of source(s) – no comparison **[4–5]**

Level 3 Explains sub-messages of source(s) – no comparison **[3]**

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

Level 1 Surface description of sources **[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, from the start, the League of Nations had little chance of success? 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
B C E F	A (B) C D 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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