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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY **0470/23**

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]**
Both Cavour and Garibaldi were vital to unification

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

Level 3 Agreement or disagreement of detail or sub-messages **[3–5]**

Agreements: Cavour was an opportunist, at first Cavour was not in favour of unification, unification was forced on him by Garibaldi, Cavour knew nothing about the south of Italy, eventually Cavour supported unification, Cavour was reacting to Garibaldi, Cavour achieved unification.

Disagreements: in A Cavour was most important to unification, in B it was Garibaldi.

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. 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 **[8]**
Adds to Level 4 that Napoleon is being criticised

Note: Just 'Napoleon is being criticised': place in Level 3.

Level 4 Explains big message **[6–7]**
Napoleon is using Cavour (allow V Emmanuel/Piedmont) in his struggle against Austria

Level 3 Sub-message explained **[3–5]**
e.g. Cavour is being duped (allow V Emmanuel/Piedmont), Napoleon is in control

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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3 Study Sources D and E. Does Source D prove that Sirtori was lying in Source E? Explain your answer using details of the sources and your knowledge. [8]

Level 5 Uses the provenance of source(s) to explain whether Sirtori was lying **[7–8]**

Level 4 Uses details of D to explain whether Sirtori was lying **[5–6]**

Level 3 Explains whether Sirtori was lying (only using E) **[3–4]**

Level 2 Valid analysis of source but fails to state whether Sirtori was lying **[2]**
OR
Identifies something he was/was not lying about 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]**

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

Level 5 Answers based on the French position as stated in last two sentences **[7]**

Level 4 Answers based on what Cavour says **[5–6]**

Level 3 Answers based on internal logic or everyday empathy **[3–4]**

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

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]**

5 Study Source G. Why did Cavour make this speech? Explain your answer using details of the source and your knowledge. [8]

Level 6 Explains purpose in context of late 1860 **[8]**

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

Level 4 Explains the big message **[5–6]**
The Italian movement is good but we must be in charge/it must not be allowed to be revolutionary

Level 3 Explains context only – 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 publication **[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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6 Study <u>all</u> the sources. How far do these sources provide convincing evidence that in the years 1859–60 Cavour was in control of events? 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 D E F G	A B C D 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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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]**
A is negative about the League and B is positive

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: the League was successful; over Sweden-Finland; and over Greece-Bulgaria (max of 2 marks); the League failed in Abyssinia; the League succeeded when small states were involved; the League was just an addition to existing power politics.

Disagreements: in A it was not effective when great powers involved but in B it could be; in A it had become an irrelevance, while in B it still had enormous potential.

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]**

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2 Study Sources C and D. How similar are these two cartoons? Explain your answer using details of the sources and your knowledge. [8]

Level 7 Compares cartoonists' points of view – in C approval of the League, e.g. it will be OK; in D mocking the League, e.g. it can **only** deal with small disputes **[8]**

Note: Unsupported answers or answers with invalid support that would normally be in Levels 4–7, place in Level 3.

Level 6 Compares big messages **[7]**

Level 5 Explains big messages of source(s) – no comparison **[5–6]**
In C the League gets stronger **over time**; in D it is strong enough to deal with small disputes or it only dealt with small disputes
OR
C is a prediction about the League in the future; D is commenting on the League in a recent episode **[5–6]**

Level 4 Compares sub-messages **[4]**

Level 3 Explains sub-messages of source(s) – no comparison **[3]**
e.g. in C the League defends civilization, war was a threat to the League, people dismissed the League, the League was strong/weak; in D Bulgaria and Greece were weak, the League was powerful

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]**

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

Level 6 Explains point of view of cartoonist **[8]**
Explicit statement that the cartoonist is **condemning** the League and **predicting** that Japan will get away with it

Level 5 The League will **eventually** cave into Japan and Japan will get away with it **[7]**

Level 4 Explains the League has failed over Japanese invasion of Manchuria **[5–6]**

Level 3 Sub-message explained **[3–4]**
e.g. the League was weak, the League has no principles, the League turned a blind eye. These answers will not have context

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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4 Study Source F. Are you surprised by this source? Explain your answer using details of the source and your knowledge. [8]

Level 5 Cross-references to explain why not surprised by the source as a whole **[7–8]**

Level 4 Cross-references to explain why surprised by the source as a whole **[5–6]**

Level 3 Assertions based on everyday empathy or **internal** logic of the source **[3–4]**
OR
Cross-references to check a point of detail in Source F (not dealing with the overall message of 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 source but fails to address the question **[1]**

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

5 Study Sources G and H. How far does Source G prove that Source H is wrong? Explain your answer using details of the sources and your knowledge. [7]

Level 5 Uses the provenance/purpose of G or H to explain whether Source H is wrong **[7]**

Level 4 Uses details of G to explain whether Source H is wrong **[5–6]**

Level 3 Uses cross-reference to explain whether Source H is wrong **[3–4]**

Level 2 Valid analysis of source but fails to state whether Source H is wrong **[2]**
OR
Identifies something that is/is not wrong but not explained **[2]**
OR
Answers based on undeveloped use of 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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6 Study <u>all</u> the sources. How far do these sources provide convincing evidence that the League of Nations was a failure? 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 D E F G H	A B C D 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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