GradeMax

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY **0470/22**

Paper 2 **May/June 2017**

MARK SCHEME

Maximum Mark: 50

Published

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19th Century Topic

Question	Answer	Marks
1	**Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.**	**8**
	Level 5 Compares big messages They both argue that the 1848 revolutions in Italy failed because Italians were divided	7–8
	Level 4 Agreement and disagreement of detail or sub-messages	6
	Level 3 Agreement or disagreement of detail or sub-messages: Agreements include: leadership was a weakness, there was limited support for Italian nationalism, Italians were socially divided, Italians rose up against Austria, Charles Albert was indecisive Disagreements: in A Cavour has contempt for the Rome liberals but in B he is against the working class	3–5
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject OR Level 2 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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Question	Answer	Marks
2	**Study Source C. Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Uses contextual knowledge or other sources to explain why surprised and not surprised	7–8
	Level 5 Uses contextual knowledge or other sources to explain why surprised or not surprised	5–6
	Level 4 Answers based on internal use of Source C (i.e. answers include nothing outside C) e.g. not surprised he is offering himself as leader because the people of Lombardy and Venetia have risen up	4
	Level 3 Undeveloped answers based on provenance or uses knowledge or other sources to check events / facts in C	3
	Level 2 Identifies what is / what is not surprising but no explanation	2
	Level 1 Unsupported assertions	1
	Level 0 No evidence submitted or response does not address the question.	0

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Question	Answer	Marks
3	**Study Sources D and E. How far do these two sources give similar impressions of the revolutions in Italy in 1848? Explain your answer using details of the sources.**	**6**
	Level 4 Compares impression of failure in D with impression of success in E	6
	Level 3 Compares the impressions given by the two sources	3–5
	Level 2 Compares the provenance of the sources OR Makes comparison of details rather than impressions OR Valid impression(s) from source(s) but no valid comparison	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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Question	Answer	Marks
4	**Study Sources F and G. Does Source G mean that Garibaldi (Source F) was wrong? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Compares the sources and evaluates both	8
	Level 5 Compares the sources and evaluates one of them Note: Levels 5 and 6 must be built on Level 4	7
	Level 4 Explains that G shows that Garibaldi was wrong in his expectations of the Italian people	5–6
	Level 3 Answers based on agreements / disagreements between the two sources	3–4
	Level 2 Answers based on undeveloped provenance	2
	Level 1 Writes about the sources but does not address the question	1
	Level 0 No evidence submitted or response does not address the question.	0

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Question	Answer	Marks
5	**Study Sources H and I. How similar were the aims of Pisacane (Source H) and Pallavicino (Source I)? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 A combination of Levels 4 and 5	8
	Level 5 Explains fundamental difference of aims – freeing the people from the social system in H and a free and independent Italy in I	6–7
	Level 4 Explains similarities in aims – both want a united Italy, an Italy free from Austria	4–5
	Level 3 Explains differences or similarities but not focused on aims	3
	Level 2 Answers based on 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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Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that popular support was important in the 1848–1849 revolutions in Italy? Use the sources to explain your answer.**	**12**
	Level 3 Uses sources to support and reject the statement 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 ✓ in the margin for each source use in support of the statement and X for each source use rejecting the statement ✓ B, C, D, E, F × A, B, C, D, G, H, I	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

20th Century Topic

Question	Answer	Marks
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 Source A – the Treaty was a disaster / unfair on Germany because it caused problems in the future Source B disagrees– the Treaty was not a disaster/unfair, what happened next was the fault of future leaders Both need to be supported from sources. Need all the above for Level 5, otherwise L3 or L4	7
	Level 4 Agreement and disagreement of detail or sub-messages	5–6
	Level 3 Agreement or disagreement of detail or sub-messages: Valid agreements for L3 and L4: the Treaty was not enforced; Germany is powerful in both; Germany unhappy with Treaty; Germany was split by the Treaty; Germany was upset by the creation of the Polish Corridor; Germany was the largest country; Germany was not crushed; the Polish Corridor was created Valid disagreements for L3 and L4: A – Germany was in a worse / better position than before the Treaty; the Polish Corridor was a real problem for Germany / it was only an irritation; the Treaty was to blame for what happened later, it was not to blame or later statesmen were to blame; the Treaty could never have worked / it could have worked; the Treaty was unfair / not unfair; the Treaty was a disaster / not a disaster; the Treaty was not justified / it was justified; sympathetic towards Germany / not sympathetic; Germany was angered by the Treaty / it was merely irritated by it	3–4
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject OR Level 2 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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Question	Answer	Marks
2	**Study Source C. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Cartoonist's point of view Germany is being treated harshly (allow unfairly) and this is wrong or is criticising the treatment OR The Treaty of Versailles is harsh (allow unfair) and is wrong or is being criticised	7
	Level 4 Interprets big message of cartoon Germany is being treated harshly or too harshly or in a barbaric way OR the Treaty of Versailles was harsh, too harsh, barbaric	5–6
	Level 3 Interprets sub-message of the cartoon e.g. Wilson is concerned about the treatment of Germany, Clemenceau is keen to punish Germany, the cartoon is criticising the punishment of Germany (not L4 because doesn't get harsh), Germany is powerless, humiliated, sympathetic towards Germany, the Treaty was unfair, Germany is being treated unfairly	3–4
	Level 2 Misinterpretation of the cartoon	2
	Level 1 Surface description of the cartoon	1
	Level 0 No evidence submitted or response does not address the question.	0

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Question	Answer	Marks
3	**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 7 Compares the sources and evaluate E to conclude that it is not surprising that the Count is making these claims because of his purpose	8
	Level 6 Compares the sources and evaluates one of them to conclude that E is or isn't surprising about whether the Treaty was harsh	7
	Level 5 Answers based on agreements/disagreements This will probably be based on D implying the Treaty should be fair and E being upset that the Treaty was not fair OR D is worried the Treaty might not be fair and so it is not surprising E was upset when the Treaty was not fair	5–6
	Level 4 Explains not surprised by E because of his purpose – but no valid use of D	4
	Level 3 D does not make E surprising because they are about different things OR Uses contextual knowledge to check content of E	3
	Level 2 Answers based on undeveloped provenance	2
	Level 1 Writes about the sources but does not address the question OR Identifies what is or what isn't surprising but with no valid explanation	1
	Level 0 No evidence submitted or response does not address the question.	0

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Question	Answer	Marks
4	**Study Sources F and G. How far would the cartoonists have agreed about the Treaty of Versailles? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Big message – explains different points of view about whether it was right to punish Germany in the way it was	7–8
	Level 4 Explains difference / similarities of sub-messages e.g. Germany did not like the punishment in both, Germany suffering in F not suffering in G, Germany treated harshly in F but not harshly in G, Germany being punished in both	5–6
	Level 3 Answers based on misreading of F and / or G OR Answers that give valid reading(s) but no comparison	3–4
	Level 2 Answers based on undeveloped use of provenance	2
	Level 1 Unsupported assertions / surface descriptions	1
	Level 0 No evidence submitted or response does not address the question.	0

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Question	Answer	Marks
5	**Study Sources H and I. Do you believe Wilson in Source H? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 7 Evaluates Wilson's claims in H on the basis of his purpose in context	8
	Level 6 Cross-references to other sources or to knowledge to evaluate Wilson's claims in H	6–7
	Level 5 Explains based on comparing H and I	5
	Level 4 Uses knowledge or other sources to check facts in H	4
	Level 3 Undeveloped use of provenance	3
	Level 2 Analyses sources without stating if Wilson can be believed	2
	Level 1 Unsupported assertions	1
	Level 0 No evidence submitted or response does not address the question.	0

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Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that German anger at the Treaty of Versailles was justified? Use the sources to explain your answer.**	**12**
	Level 3 Uses sources to support and reject the statement 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 ✓ in the margin for each source use in support of the statement and × for each source use rejecting the statement. ✓ A, C, D, E, F, I, (B) Do not allow D as a ✓ if clearly based on assumption that Treaty has been passed × B, G, H, (D)	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

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