GradeMax

Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/22**

Paper 2 **May/June 2018**

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

IGCSE™ is a registered trademark.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

© UCLES 2018

PUBLISHED

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.

© UCLES 2018

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.

© UCLES 2018

Question	Answer	Marks
19th Century topic		
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 **7–8** In A Bismarck is a planner, but in B he is an opportunist	
	Level 4 Agreement and disagreement of detail or sub-messages **6**	
	Level 3 Agreement or disagreement of detail or sub-messages **3–5** They both say Austria played into Germany's hands, that Austria ceased to be part of Germany, most of Germany fought against Prussia, Austria and Prussia beat Denmark, those who wanted a united Germany looked to Austria. A says it's a unification, B says it's a conquest A says Bismarck provokes while in B Austria provokes	
	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** **Level 2 Compares the provenance of the sources**	
	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**	

© UCLES 2018

Question	Answer	Marks
2	**Study Sources C and D. Does Source C make Source D surprising? 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 **6–7**	
	Level 4 Evaluates D but no valid use of C **4–5**	
	Level 3 Answers based on agreements/disagreements **3**	
	Level 2 Answers based on undeveloped provenance **OR** **Level 2 Identifies what is/is not surprising with no explanation** **OR** **Level 2 Valid analysis but no surprise** **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**	

© UCLES 2018

Question	Answer	Marks
3	**Study Source E. How useful is this exchange of letters to historians studying the Austro-Hungarian War? Explain your answer using details of the source and your knowledge.**	**6**
	Level 5 Context used to explain what letters tell us about relationship **6**	
	Level 4 Explains what it tells us about the relationship between Prussia and Austria **5**	
	Level 3 Makes valid inferences from one or both sources **3–4**	
	Level 2 Surface information from sources **2**	
	Level 1 Unsupported assertions/provenance answers **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4	**Study Source F. 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 **7–8** e.g. Anti-Prussian, gloating about Prussia	
	Level 4 Explains big message **5–6** Austria will triumph and Prussia doesn't know the misfortune that will befall it	
	Level 3 Sub-message(s) explained **3–4** Include unexplained point of view of cartoonist here	
	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**	

© UCLES 2018

Question	Answer	Marks
5	**Study Source G. Why did King William issue this proclamation at the beginning of June 1866? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose in context of 1866 **7–8**	
	Level 5 Explains the purpose of the cartoon **6** (must have intended impact on audience)	
	Level 4 Explains a valid sub-message(s) **4–5**	
	Level 3 Explains context only – fails to explain message or purpose of source **3–4**	
	Level 2 Misreadings of the source **2** **OR** **Level 2 Interprets source or describes the context – but not used as a reason for issuing the proclamation**	
	Level 1 Surface descriptions of the source **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2018

Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that Bismarck was responsible for the Austro-Prussian War? 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 a ✓ in the margin for each source use in support of the statement and a × for each source use rejecting the statement. ✓ A, C ,D, F × B, 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**	

Question	Answer	Marks
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** The League failed in both sources but in A it was because of the Great Powers while in the B it was the League itself to blame	
	Level 4 Agreement and disagreement of detail or sub-messages **6**	
	Level 3 Agreement or disagreement of detail or sub-messages **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 **2** **OR** **Level 2 Compares the provenance of the sources** e.g. They will agree because they are both from history books. They do not agree because they were published in different years.	
	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**	

© UCLES 2018

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 cross-reference to other sources to explain not surprised by Britain's attitude in C **7–8**	
	Level 5 Uses contextual knowledge or cross-reference to other sources to explain why surprised or not surprised by the claim that the League could not impose sanctions/military solutions **5–6** **OR** **Level 5 Uses contextual knowledge or cross-reference to other sources to explain why surprised by Britain's attitude in C**	
	Level 4 Answers based on the internal logic of C or on the contradiction in C (these answers will not make any relevant use of knowledge) **4** e.g. Sanctions were not suitable and could not be applied so it is not surprising that they do not want China to request sanctions or military action e.g. They want to uphold the League and therefore do not want it to attempt something that will fail e.g. It says they want to uphold the League but they do not want the League to use its powers	
	Level 3 Assertions based on everyday empathy **3** These answers will know that Britain was a member and will simply claim that of course Britain will want to uphold the League or as a member it is surprising that they do not want to use sanctions to deal with Japan **OR** **Level 3 Undeveloped contextual knowledge to support claims of surprise/not surprised**	
	Level 2 Valid analysis of source but fails to state whether surprised or not **2** These answers will suggest a valid reason for being surprised/not surprised but fail to say if they are surprised or not **OR** **Level 2 Identifies what they are surprised or not surprised about but not explained**	
	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**	

© UCLES 2018

Question	Answer	Marks
3	**Study Sources D and E. How far do these two cartoonists agree? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Compares big messages – compares the points of view of cartoonists. **8** This must be Japan being criticised in D, Great Powers being criticised in E. Allow similar claims such as they are being blamed.	
	Level 4 Compares valid sub-messages **5–7** Award 5 marks for Japan is aggressive in both 6 marks for all other valid comparisons e.g., They both say the League was at fault. 7 marks for any two valid comparisons	
	Level 3 Interprets big message of one/both sources – no valid comparison **4–5**	
	Level 2 Interprets valid sub-message of one or both sources – no valid comparison **2–3**	
	Level 1 Surface comparisons **1** **OR** **Level 1 Answers based on use of undeveloped provenance**	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2018

Question	Answer	Marks
4	**Study Source F. What is the message of this cartoon? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Explains point of view of cartoonist **7** Critical of both Japan and the League. Must explain how it is critical.	
	Level 4 Explains big message **5–6** Must have both aspects: the League was ineffective and Japan had contempt for the League	
	Level 3 Sub-message explained **3–4** Include here unsupported assertions about point of view – critical of both League and Japan, and explanation of part of the big message (4 marks for these)	
	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**	

© UCLES 2018

Question	Answer	Marks
5	**Study Source G. Why did the Japanese government send this telegram in March 1933? Explain your answer using details of the source and your knowledge.**	8
	Level 7 Explains purpose in context of 1932/3 as a reason **8** These answers **must** use Source G	
	Level 6 Explains the purpose of the telegram as a reason **7** To justify the fact that they are leaving. These answers **must** use Source G.	
	Level 5 Explains the big message as a reason **5–6** These answers **must** use Source G. e.g. Japan is leaving because it has been badly treated by the League.	
	Level 4 Explains a valid sub-message as a reason **4** Include justification answers that are just asserted, and not explained, here. Also answers that claim the justification relates to invasion of Manchuria rather than leaving the League.	
	Level 3 Explains context as a reason – fails to explain message or purpose of source **3**	
	Level 2 Describes the context – but not used as a reason for sending the telegram **2**	
	Level 1 Surface descriptions of the source **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2018

Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that the Great Powers (other than Japan) were mainly responsible for the failure of the League over Manchuria? 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 a ✓ in the margin for each source use in support of the statement and a × for each source use rejecting the statement. ✓ **(it was the Great Powers)** – A, C, E × **(it was Japan or the League)** – B, D, 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**	

© UCLES 2018