GradeMax

Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/21**

Paper 2 **October/November 2021**

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 October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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.

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.

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Question	Answer	Marks
	19th century topic	
1	**Study Source A.** **What impressions does Source A give of the relationship between William and Bismarck? Explain your answer using details of the source.**	**7**
	Level 5 7 Explains main impression – Bismarck and William needed each other; the relationship was one of mutual dependency.	
	Level 4 4–6 Supports valid impression(s) without getting to Level 5 **Valid impressions include:** Bismarck needed William; William depended on Bismarck; William treated Bismarck well; Bismarck treated William badly; William was nicer to Bismarck than Bismarck was to him; Bismarck usually got what he wanted from William; the relationship angered Bismarck; the relationship was volatile; the relationship was a bad one; Bismarck was in charge.	
	Level 3 3 Identifies valid impression(s) but not supported from source.	
	Level 2 2 Valid impressions not about the relationship e.g., Bismarck was volatile.	
	Level 1 1 Paraphrases content of source, no valid inferences.	
	Level 0 0 No evidence submitted or response does not address the question.	

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Question	Answer	Marks
2	**Study Sources B and C.** **Does Source B make Source C surprising? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 7 8 Answers that compare the sources and evaluate one to reach conclusion about 'surprising'.	
	Level 6 7 Uses source content to explain surprise **and** not surprise	
	Level 5 5–6 Uses source content to explain surprise **or** not surprise **Comparisons:** **Surprised** – in Source B William was willing to cooperate with Austria, in Source C he wanted Austria punished; in B Bismarck did not want to work with Austria, in C he does not want to punish Austria. **Not surprised** - In both sources Bismarck gets his way over William, the relationship between them is volatile, the relationship makes Bismarck exhausted or suffer from nervous tension in both, Bismarck must struggle to get his way with William.	
	Level 4 4 Answers that just evaluate Source C for surprise – no use of Source B	
	Level 3 3 Answers based on undeveloped use of provenance – must use this to reach statement about surprise.	
	Level 2 2 Identifies what is surprising but no valid explanation.	
	Level 1 1 Unsupported assertions	
	Level 0 0 No evidence submitted or response does not address the question.	

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Question	Answer	Marks
3	**Study Source D.** **How useful is this source as evidence about the Prussian decision to go to war with Austria? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 7 Answers based on evaluation using who the author was and the content.	
	Level 5 6 Uses cross reference or contextual knowledge to check claims in Source D e.g., the King's attitude towards war with Austria.	
	Level 4 4–5 Useful for inferences from the source e.g., about the Bismarck/William relationship or Bismarck's manipulation of events.	
	Level 3 3 Undeveloped use of provenance to reach conclusion about usefulness.	
	Level 2 2 Surface information from the source to reach conclusion about usefulness.	
	Level 1 1 Unsupported assertions	
	Level 0 0 No evidence submitted or response does not address the question.	

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Question	Answer	Marks
4	**Study Source E.** **Why was this cartoon published in France at that time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 8 Explains purpose in context using the message of the cartoon.	
	Level 5 7 Explains purpose – to get the French government to prepare for war, to warn the French people to prepare for war against Prussia.	
	Level 4 5–6 Big message – warning the French people about the danger from Prussia.	
	Level 3 3–4 Explains context only as a reason, no valid use of content – Austrian defeat in 1866, the formation of the North German Confederation, the growing power of Prussia from military victory and annexation of some north German states **OR** Explains sub-message as a reason e.g., Prussia is aggressive, a danger, strong. NB – For Level 3 and above the main figure in the cartoon must be Prussia.	
	Level 2 2 Interprets the source or describes the context but not used as a reason for publication **or** Misinterpretations of the cartoon used as a reason	
	Level 1 1 Unsupported assertions	
	Level 0 0 No evidence submitted or response does not address the question.	

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Question	Answer	Marks
5	**Study Source F.** **What is the message of the cartoonist? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 7–8 Answers that explain the cartoonist is mocking William and praising Bismarck.	
	Level 4 5–6 William was getting all the credit for unification, but it was really Bismarck who brought it about.	
	Level 3 3–4 Sub-message(s) explained e.g., William was important, Bismarck was responsible for creating a united Germany, William was a fool	
	Level 2 2 Plausible misinterpretations	
	Level 1 1 Surface description of source	
	Level 0 0 No evidence submitted or response does not address the question.	

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Question	Answer	Marks
6	**Study all the sources.** **How far do these sources provide convincing evidence that Bismarck dominated William? Use the sources to explain your answer.**	**12**
	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 *x* for each source use rejecting the statement. **Agree (✔):** A, B, (C), D, F **Disagree (*x*):** A, (B), C, D, E, F	
	Level 3 7–10 Uses sources to support and reject the statement.	
	Level 2 4–6 Uses sources to support or reject the statement.	
	Level 1 1–3 No valid source use	
	Level 0 0 No evidence submitted or response does not address the question.	

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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 7 Compares big messages – Source A argues that the League had little chance of succeeding, while Source B claims it could have worked but the events of the 1930s destroyed it.	
	Level 4 6 Agreement **and** disagreement of detail or sub-messages.	
	Level 3 3–5 Agreement **or** disagreement of detail or sub-messages. **Agreements include:** The US not joining made the League weaker/fail; US membership was important to the League Britain and France acting together was important to the League In the late 1920s peace appeared to be possible OR In the late 1920s the League appeared to be effective The League was popular The Depression weakened the League/led to the League failing The League was weak against major powers The League was a failure/had weaknesses The League failed over Corfu OR Corfu was a problem for the League **Disagreements include:** Source A claims the League never had a chance; Source B claims the League did have a chance of succeeding Source A claims Britain/France were to blame for the League's problems, Source B blames the US Source A claims the US's absence was a problem from the start, Source B says it only mattered in the 1930s	
	Level 2 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject **OR** Compares the provenance of the sources.	

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Question	Answer	Marks
1	**Level 1** 1 Writes about the sources but makes no valid comparison	
	Level 0 0 No evidence submitted or response does not address the question.	

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Question	Answer	Marks
2	**Study Source C.** **Why was this cartoon published in December 1919? Explain your answer using details of the source and your knowledge.**	**8**
	Level 7 8 Explains purpose in context (using big message of the source) as a reason for publication – to criticise the US for not joining or to encourage the British government (politicians) to put pressure on the US to join or to persuade the US to join.	
	Level 6 7 Explains purpose (based on big message) of the source as a reason for publication.	
	Level 5 6 Explains big message of the source as a reason for publication. **Big message** – the League will fail because the US will not join. Must have both parts, must be fail or equivalent, not weak. Only one part is a sub-message.	
	Level 4 5 Explains only purpose (see Level 7).	
	Level 3 3–4 Explains the context or a sub-message as a reason for publication. **Sub messages** – the US will not join the League; Belgium, France, England and Italy were joining the League; the League was going to be weak; the League was Wilson's idea; the US should join.	
	Level 2 2 Interprets the source or describes the context but **not** used as a reason for publication. **Context** – either: the Senate voted not to join the League in November 1919 (or recently) OR there was much opposition in the US against joining the League. The passing of the Treaty of Versailles or the League had been set up are not acceptable as context.	

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2	**Level 1** 1 Unsupported assertions **OR** misinterprets the source	
	Level 0 0 No evidence submitted, or response does not address the question.	

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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 7 7–8 Answers that compare the claims of the two sources **about Britain** and evaluate at least one of them to support conclusion about surprising or not surprising.	
	Level 6 6 Answers that compare the claims of the two sources **about Britain** to use agreements to argue **not surprising**	
	Level 5 5 Answers that compare the claims of the two sources **about Britain** to use disagreements to **argue surprising**	
	Level 4 4 Answers that just evaluate Source E to reach conclusion about whether it is surprising **OR** Compares sources – League weak in both; Britain to blame in Source D, US to blame in Source E; delegates act in own interests in D, in E it is Britain; delegates/members to blame for League's failure in D, US/Britain in E.	
	Level 3 3 Answers based on undeveloped use of provenance – no valid use of what the sources claim e.g., Source D is bound to make E surprising because it is from a socialist while E is from a British minister; D will make E surprising because it was written in 1941 while E is from 1932	
	Level 2 2 Identifies what is surprising, not surprising, no valid explanation	
	Level 1 1 Unsupported assertions.	
	Level 0 0 No evidence submitted, or response does not address the question.	

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Question	Answer	Marks
4	**Study Sources F and G.** **How far do these two cartoons agree? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 7–8 Compares the opinions of the two cartoonists (must have Manchuria). Assertions = Level 4 **Opinions of cartoonists –** they are both criticising the League for failing to act over Japan's aggression in Manchuria.	
	Level 5 6 Agreement(s) and disagreement(s) of messages	
	Level 4 4–5 Agreement(s) or disagreements of messages **Comparing messages –** e.g., both claim that the League was useless/doing nothing; they agree Japan was aggressive; in F the League was doing nothing, in G it was trying to get the US to help.	
	Level 3 3 Valid interpretation one or both sources but no valid comparison	
	Level 2 2 Comparison of surface details of the two sources e.g., the US is in Source G but not in Source F.	
	Level 1 1 Surface descriptions of the source(s) but no valid comparison **OR** Misinterpretations	
	Level 0 0 No evidence submitted, or response does not address the question.	

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Question	Answer	Marks
5	**Study Source H.** **What impressions does this source give of the USA's attitude towards international affairs? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 7 Explains that the overall impression of US attitudes is a **good** one – the US did much to try and preserve international peace/helping out internationally (must have support on how it acted, otherwise Level 3). In Level 5 it must be explicit that the impression of the US's attitude is good/positive.	
	Level 4 6 Explains the overall impression – that the US was concerned about international affairs or was willing to act to preserve peace, but this was for economic reasons – must have both parts (must have support for at least half of this impression, otherwise Level 2).	
	Level 3 3–5 Supports one or more valid impression(s) without reaching Level 4 e.g., self-serving, keen to protect peace, willing to act/be involved, keen to act outside the League, Roosevelt had to worry about US public opinion re. involvement in international affairs. Two valid impressions needed for 5 marks.	
	Level 2 2 Valid impression(s) but not supported from source.	
	Level 1 1 Paraphrases content of source – fails to make valid inferences **OR** Misinterprets the source (sees the source as overall critical of US).	
	Level 0 0 No evidence submitted, or response does not address the question.	

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Question	Answer	Marks
6	**Study all the sources.** **How far do these sources provide convincing evidence that the League failed because the USA was not a member? Use the sources to explain your answer.**	**12**
	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 ***x*** for each source use rejecting the statement. **Agree (✔):** A, B, C, E, G **Disagree (*x*):** A, B, D, E, F, H	
	Level 3 7–10 Uses sources to support and reject the statement	
	Level 2 4–6 Uses sources to support or reject the statement	
	Level 1 1–3 No valid source use	
	Level 0 0 No evidence submitted or response does not address the question.	

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