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Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/22**

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 Sources A and B.** **How far do these two sources agree? Explain your answer using details of the sources.**	**7**
	Level 5 7 Compares difference of big messages i.e., In Source A Bismarck's plans for German unity are facilitated by French incompetence, but in Source B these plans are brought to fruition through Bismarck's manipulations	
	Level 4 5–6 Agreement **and** disagreement of detail or sub-messages	
	Level 3 3–4 Agreement **or** disagreement of detail or sub-messages **Agreements include:** Anti-Prussian feeling existed in Southern Germany War allowed completion of German unification French made mistakes Issue of Spanish throne brought about war Bismarck wanted war In 1866 movement towards German unification was stalled. **Disagreements include**: French incompetence caused the war in Source A, Bismarck caused the war in Source B In Source A both sides sought war, in Source B French wanted peace/only Bismarck wanted war.	
	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	
	Level 1 1 Writes about the sources but makes no valid comparison	

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Question	Answer	Marks
1	**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 source published in France in 1866? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 8 Explains purpose in context and using big message	
	Level 5 7 Explains purpose based on big message	
	Level 4 5–6 Explains big message of source as reason i.e., Prussian expansion has gone far enough/must go no further	
	Level 3 3–4 Explains context only as reason or explains sub-message as a reason i.e., Context is the end of Austro-Prussian War, Treaty of Prague, establishment of North German Confederation.	
	Level 2 2 Interprets source or describes the context but not used as a reason for publication	
	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 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 6 7–8 Answers that compare the sources and evaluate one (Evaluation likely to be through cross-reference)	
	Level 5 5–6 Answers based on comparing differences in what the two sources say	
	Level 4 4 Answers that just evaluate E – no use of D	
	Level 3 3 Not surprised, based on comparing similarities in what the two sources say	
	Level 2 2 Answers based on undeveloped use of provenance e.g., date change	
	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 F.** **How reliable is this source? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 7–8 Considers Bismarck's motives in context, i.e., in his retirement e.g., desire to shape his legacy	
	Level 4 5–6 Checks content of Source F against other sources or specific contextual knowledge	
	Level 3 3–4 Answers internal to the source i.e., common sense, internal consistencies and inconsistencies, generalised contextual explanation	
	Level 2 2 Answers based on undeveloped use of provenance	
	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 G.** **How useful is this source as evidence about events before the outbreak of war? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 7 Answers based on the purpose of the source i.e., useful as evidence of how the Prussians want the events to be remembered.	
	Level 4 5–6 Utility judged in relation to reliability i.e., checking accuracy of source through cross-reference	
	Level 3 3–4 Answers based on information in the source	
	Level 2 2 Answers based on undeveloped use of provenance	
	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
6	**Study all the sources.** **How far do these sources provide convincing evidence that France was more responsible than Prussia for war breaking out in 1870? 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 referenced 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, E, G **Disagree** (*x*): 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 disagreement of big messages i.e., Source A blames Britain for the failure of the League over Abyssinia, but Source B blames both Britain and France.	
	Level 4 5–6 Agreement **and** disagreement of detail or sub-messages	
	Level 3 3–4 Agreement **or** disagreement of detail or sub-messages **Agreements include:** Britain and/or France don't stand up to Mussolini League is a failure Hoare-Laval Pact is a disaster for the League There are disagreements/tensions between Britain and France Britain takes responsibilities to Abyssinia seriously France did not want sanctions/was not prepared to meet its obligations Britain/France saw Italy as an ally/France wants Italy as an ally Hoare supported collective action/upholding the League Hoare agreed H-L Pact because of concerns about Italy Britain was concerned about Italy/wanted better relations with Italy. **Disagreements include:** Hoare feared Germany in Source A, Italy in Source B Britain takes a strong stand in Source B, reluctant to take strong action in Source A Britain takes the lead in Source A, Britain and France take lead in Source B Britain not taking Germany seriously in Source A, but are in Source B In Source A France promised to support Britain, in Source B does not support Britain In Source A Hoare (not Britain) reluctant to take collective action, in Source B he supports collective action.	

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Question	Answer	Marks
1	**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	
	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.** **What is the message of the cartoonist? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 8 Explains point of view of cartoonist i.e., the cartoon is critical of Mussolini's arrogance, stupidity, but MUST be based on the hypocrisy/stupidity of what he is saying	
	Level 4 6–7 Explains big message i.e., that the cartoonist's view is that the League will fail over Abyssinia	
	Level 3 3–5 Sub-message(s) explained	
	Level 2 2 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
3	**Study Sources D and E.** **How far does Source E mean that Laval was lying in Source D? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 7–8 Answers that compare the sources for disagreement and evaluate	
	Level 5 5–6 Answers based on comparing the sources for disagreement	
	Level 4 4 Answers that just evaluate Source D – no use of Source E	
	Level 3 3 Answers based on comparing the sources for agreement	
	Level 2 2 Answers based on undeveloped use of provenance	
	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 F.** **Why was this cartoon published at that time? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 7–8 Reason based on explaining purpose in context and using big message	
	Level 5 6 Reason based on explaining purpose	
	Level 4 5 Explains big message of source as reason i.e., To say that that Britain/France/League should be taking a stronger stand against Italy over Abyssinia	
	Level 3 3–4 Explains context only as reason or explains sub-message as a reason	
	Level 2 2 Interprets source or describes the context but not used as a reason for publication	
	Level 1 1 Unsupported assertions **OR** Misinterpretations Include in this level all reasons based on the idea that the invasion/Hoare-Laval Pact have already occurred	
	Level 0 0 No evidence submitted, or response does not address the question.	

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Question	Answer	Marks
5	**Study Source G.** **Do you believe Hoare? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 7 Considers Hoare's motives in context i.e., self-justification in relation to the Hoare-Laval Pact	
	Level 4 5–6 Checks content of Source G against other sources or specific contextual knowledge about the crisis	
	Level 3 3–4 Answers based on reasoning internal to the source i.e., common sense, internal consistencies and inconsistencies, tone (e.g., he's boasting), generalised contextual explanation	
	Level 2 2 Answers based on undeveloped use of provenance	
	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
6	**Study all the sources.** **How far do these sources provide convincing evidence that Britain and France were equally to blame for the League doing little about the Italian invasion of Abyssinia? 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 referenced 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 **Disagree (*x*):** A, B, C, D, F, G	
	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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