GradeMax

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY **0470/22**

Paper 2 **May/June 2016**

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

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

© UCLES 2016

GradeMax

Option A: 19th Century topic

1 Study Sources A and B. How different are these two sources? Explain your answer using details of the sources. [7]

Level 5 Compares big messages – A says the cartridges were the trigger on top of underlying causes, B says the cartridges started it and the other causes led to people joining the revolt. **[7]**

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:
- Cartridges were a cause
- Cartridges were the immediate cause
- Sati banned
- British take land
- Religion
- The Princes were annoyed
- Land taxes

Disagreements:
- In A it started at Barrackpore, in B it started in Meerut
- In A the economy was the most important cause while in B the cartridges were the most important reason

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

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 Sources C and D. Does Source D make Source C surprising? Explain your answer using details of the sources and your knowledge. [8]

Level 7 Compares the sources and evaluates both **[8]**

Level 6 Compares the sources and evaluates one of them **[7]**

Level 5 Explains surprise/no surprise for C but no valid use of D **[6]**

Level 4 Answers that use content to explain surprise and no surprise **[5]**

Level 3 Answers that use content to explain surprise or no surprise **[3–4]**

Level 2 Answers based on undeveloped provenance **[2]**
OR
Valid answers but fail to say if surprised or not

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]**

© Cambridge International Examinations 2016

GradeMax

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

Level 6 Compares sources and evaluates one to say if Canning is lying **[8]**

Level 5 Evaluates Canning in E with no reference to F **[7]**

Level 4 Compares sources for differences and agreements to say whether F proves Canning was lying **[6]**

Level 3 Compares sources for differences or agreements to say whether F proves Canning was lying **[4–5]**

Level 2 Undeveloped provenance **[2–3]**

Level 1 Writes about the sources, fails to address the question **[1]**

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

4 Study Source G. Why was this source published in Britain in June 1857? Explain your answer using details of the source and your knowledge. [7]

Level 6 Explains purpose in context of 1857 **[7]**

Level 5 Explains the purpose of the cartoon (must have intended impact on audience) **[6]**

Level 4 Explains the big message. Must cover what the woman symbolises and what the Indians symbolise **[5]**

Level 3 Explains context only – fails to explain message or purpose of source **[3–4]**
OR
Explains a valid sub-message

Level 2 Interprets cartoon 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]**

© Cambridge International Examinations 2016

GradeMax

5 Study Source H. What is the message of the cartoonist? Explain your answer using details of the source and your knowledge [8]

Level 5 Explains point of view of cartoonist, i.e. what should be done to the EIC **[7–8]**

Level 4 Explains big message, i.e. EIC is unfit to do its job **[5–6]**

Level 3 Sub-message explained. If about British rule and not EIC, then award 3 marks **[3–4]**

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]**

6 Study <u>all</u> the sources. How far do these sources provide convincing evidence that the Indian Mutiny was caused by the greased cartridges? 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 C D E F	A B D E F G 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]**

© Cambridge International Examinations 2016

GradeMax

Option B: 20th Century topic

1 Study Sources A and B. How different are these two sources? Explain your answer using details of the sources. [7]

Level 5 Compares big messages. A is critical of Iraq, B is critical of the US/the West. **[7]**
Do not award this about who started the war.

Do not allow comparison of why Iraq went to war with Kuwait **with** why the US went to war with Iraq.
Do not allow: they both say US went to war with Iraq.

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 include:
- Iraq wanted price of oil to go up/Iraq wanted oil production decreased
- Kuwait did not want the price of oil to go up
- OPEC was involved in the negotiations about price of oil
- Iraq had economic problems/debt
- Iraq and Iran were at war with each other
- The West/US reacted quickly
- Kuwait increased production/supported increase in production/made the situation worse
- Oil was important for Iraq's recovery or oil was at the centre of the whole thing
- Iraq was the aggressor (in relation to Kuwait)
- Kuwait was the cause of the Iraqi invasion/contributed to causing the crisis

Disagreements include:
- In A Iraq went to war because Kuwait stealing their oil, while in B Iraq went to war because Kuwait wouldn't increase price of oil and/or Iraq wanted Kuwait as a route to the sea
- In A the West was worried about Iraq's connection to the USSR while in B the West was worried about oil
- In A Kuwait asked OPEC to increase production, in B it went it alone and increased production

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

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]**

© Cambridge International Examinations 2016

GradeMax

2 Study Source C. Why did President Bush make this speech in September 1990? Explain your answer using details of the source and your knowledge. [8]

Level 6 Explains the purpose of the source (must have intended impact on audience), e.g. to justify US action, to persuade Congress to support action, to win the support of the international community for his actions **[7–8]**

Level 5 Explains the big message – Iraq was in the wrong, Iraq was the aggressor, US had to do something about Iraq **[5–6]**

Level 4 Explains context only – fails to explain message or purpose of source **[4]**
Context must be based on Iraq invasion of Kuwait

Level 3 Explains a valid sub-message **[3]**

Level 2 Interprets source or describes the context – but not used as a reason for the speech **[2]**

Level 1 Surface descriptions of the source **[1]**

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

3 Study Sources D and E. How far do these two cartoons agree? Explain your answer using details of the sources and your knowledge. [8]

Level 6 Compares big message – must be cartoonists' points of view **[8]**

Level 5 Compares sub-messages **[6–7]**
They agree = 6, disagree = 7
e.g. Bush prevaricating in D but being hasty in E = 7

Level 4 Explains big message of source(s) – no comparison **[4–5]**
Must be cartoonist's point of view – critical of Bush (not US)

Level 3 Explains sub-messages of source(s) – no comparison **[3]**

Level 2 Compares provenance of sources **[2]**

Level 1 Surface description of sources **[1]**
OR
Misinterpretations of cartoon

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

© Cambridge International Examinations 2016

GradeMax

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

Level 5 Cartoonist is criticising both for causing the war and adding that Saddam was more to blame **[8]**

Level 4 Explains big message – Saddam's and Bush's actions have led to war **[5–7]**
Implied criticism of them both = 5–6
Explicit criticism of them both = 7

Level 3 Sub-message explained **[3–4]**
e.g. They are stupid, there will be war, no room for manoeuvre

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]**

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

Level 6 Compares the sources and evaluates one of them **[6–7]**

Level 5 Explains surprise/no surprise for H but no valid use of G **[5]**
Can be internal to H or cross-referencing to evaluate H

Level 4 Explains both agreements and disagreements to explain surprise or no surprise **[4]**

Level 3 Answers based on agreements or disagreements to explain surprise or no surprise **[3]**

Level 2 Answers based on undeveloped provenance **[2]**
OR
Valid answers but fail to say if surprised or not

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]**

© Cambridge International Examinations 2016

GradeMax

6 Study <u>all</u> the sources. How far do these sources provide convincing evidence that Saddam Hussein was responsible for the outbreak of military hostilities in January 1991? 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 C D E F G	A B E F G 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]**

© Cambridge International Examinations 2016