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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/21**

Paper 2 **October/November 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 October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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

This document consists of **10** printed pages.

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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.** **Level 5 Compares big messages** **7** A is pro-Boxer, B is anti- Boxer **Level 4 Agreement and disagreement of detail or sub-messages** **5–6** **Level 3 Agreement or disagreement of detail or sub-messages** **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** **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**	**7**

Question	Answer	Marks
2	**Study Source C. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5 Explains point of view of cartoonist** **7–8** Condemnation of westerners = 7marks Answers need to add hypocrisy of westerners for 8 marks **Level 4 Explains big message** **6** Foreigners and Chinese are as bad as each other – candidates must use the words in the cartoon as explanation **Level 3 Sub-message explained** **3–5** e.g. The Boxers were barbaric **Level 2 Plausible misinterpretations** **2** e.g. Westerners were civilised **Level 1 Surface description of source** **1** **Level 0 No evidence submitted or response does not address the question** **0**	**8**

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Question	Answer	Marks
3	**Study Source D. Are you surprised by this source? Explain your answer using details of the source and your knowledge.** **Level 7 Not surprised based on cross reference to other sources or to contextual knowledge 6–7** **Level 6 Surprised based on cross reference to other sources or to contextual knowledge 5–6** **Level 5 General contextual knowledge used to explain surprise / no surprise 5** **Level 4 Assertions based on everyday empathy 4** **Level 3 Valid analysis of source but fails to state whether surprised or not 3** **Level 2 Identifies something surprised/not surprised by but no valid explanation 2** **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**	**7**

Question	Answer	Marks
4	**Study Source E. Why was this source published in Britain in July 1900? Explain your answer using details of the source and your knowledge.** **Level 5 Explains purpose in context of 1900. 8** **Level 4 Explains the purpose of the source 6–7** (must have intended impact on audience) e.g. To persuade the British government to punish the Chinese **Level 3 Explains the big message 4–5** To tell people how heroic the Europeans were **Level 2 Explains context only – fails to explain message or purpose of source 2–3** **OR** **Level 2 Explains a valid sub-message (based on details in source)** **Level 1 Uses the source – no reason given 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

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Question	Answer	Marks
5	**Study Sources F and G. Would the artists of these two sources have agreed about events in China in 1900? Explain your answer using details of the sources and your knowledge.** **Level 6 Compares big messages – compares the points of view of the artists 7–8** In F The Europeans are barbarians, in G it's the Chinese who are barbarians Or In F the Europeans are barbarians in G they are heroic **Level 5 Compares valid sub-messages 5–6** **Level 4 Interprets big message of one/both sources – no valid comparison 4** F The Westerners are vicious barbarians G The Westerners are heroic **Level 3 Interprets valid sub-message of one or both sources – no valid comparison 3** **Level 2 Answers based on use of undeveloped provenance 2** **OR** **Level 2 The two illustrations are about different things** **Level 1 Surface comparisons 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

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Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that the foreign response to the Boxer Rising was justified? Use the sources to explain your answer.** **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. ✓ B, D, E, G × A, C, F **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**	**12**

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Question	Answer	Marks
	20th Century topic	
1	**Study Source A. What impressions does Source A give of the relationship between Hitler and Mussolini? Explain your answer using details of the source.** **Level 5 More than one valid supported inference 6** **Level 4 One valid supported inference – there must be an explicit move to say the support is from the source 5** **Level 3 Makes inferences – not supported 3–4** **Level 2 Uses surface information about the relationship – no inferences 2** **e.g.** 'Mussolini was worried about the relationship.' 'Mussolini was happy because the relationship meant he was at the centre of a strong military combination.' **Level 1 Copies or paraphrases the source – not about the relationship but does at least use the source 1** **Level 0 No evidence submitted or response does not address the question 0** **Note: In Levels 2–5 answers must be about Hitler and Mussolini, not Germany/Italy.**	**6**

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Question	Answer	Marks
2	**Study Source B. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5 Explains point of view of cartoonist 8** Allow either Low's disapproval of how these two dictators are behaving or Low is warning everyone about what Germany is up to once it has Italy out of the way **Level 4 Explains big message 6–7** Must have both halves of the cartoon – what Germany is up to and the fact that Italy's misfortunes will let Germany achieve it **Level 3 Sub-message explained 3–5** Sub-message not explained = 3 marks. Weak explanation can also be 3 marks. **Level 2 Plausible misinterpretations 2** e.g. Hitler was helping Mussolini **Level 1 Surface description of source 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

Question	Answer	Marks
3	**Study Source C. How far are you surprised by this source? Explain your answer using details of the source and your knowledge.** **Level 6 Uses contextual knowledge/cross reference to explain why not surprised Eden/Britain wants to keep Italy onside 7–8** **Level 5 Uses contextual knowledge/cross reference to explain why surprised that Eden/Britain wants to keep Italy onside 5–6** **Level 4 Answers restricted to internal inconsistencies 4** **OR** **Uses contextual knowledge/cross reference to test details in Source C** **OR** **As for Levels 5/6 but general answers lacking specific contextual knowledge** **Level 3 Valid analysis of source but fails to state whether surprised or not 3** **Level 2 Identifies something surprised/not surprised by but no valid explanation 2** **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**	**8**

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Question	Answer	Marks
4	**Study Sources D and E. How far do these two cartoons agree? Explain your answer using details of the sources and your knowledge.** **Level 6 Compares big-messages 8** **Level 5 Explains big-message(s) but no valid comparison 7** D says Mussolini is the senior partner and he doesn't want Germany to have Austria E says Hitler has the upper hand and Mussolini doesn't seem bothered about Germany taking Austria **Level 4 Compares sub-messages 5–6** **Level 3 Explains valid sub-message(s) but no comparison 3–4** **Level 2 Answers based on undeveloped provenance 2** **Level 1 Describes cartoons but no comparison 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

Question	Answer	Marks
5	**Study Sources F and G. Does Source G prove that Mussolini was lying in Source F? Explain your answer using details of the source and your knowledge.** **Level 6 Compares the sources and evaluates both 8** **Level 5 Compares the sources and evaluates one of them 7** **Level 4 Evaluates Mussolini in F but no use of Source G 6** **Level 3 Answers based on agreements/disagreements 4–5** **Level 2 Answers based on undeveloped provenance 2–3** **Level 1 Writes about the sources but does not address the question or there is no valid argument 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

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Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that Italy benefited from its relationship with Germany? Use the sources to explain your answer.** **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 × A, B, (C), E, 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**	**12**

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