GradeMax

**Cambridge Assessment International Education**
Cambridge International General Certificate of Secondary Education

**HISTORY** **0470/22**

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.



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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.

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| GENERIC MARKING PRINCIPLE 5:<br><br>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:<br><br>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 Compares big messages** **7**<br>i.e. A is sympathetic towards the Boxers, B is hostile towards the Boxers | |
| | **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**<br>**OR**<br>**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** | |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Study Source C. Why was this source published in a French newspaper in August 1900? Explain your answer using details of the source and your knowledge.** | **8** |
| | **Level 6 Explains purpose in context of 1900** **8** | |
| | **Level 5 Explains the purpose of the picture** **6–7** | |
| | **Level 4 Explains the big message**<br>i.e. the opinion of the artist – critical, condemnatory **5** | |
| | **Level 3 Explains context**<br>**OR**<br>**Level 3 Explains a valid sub-message** **3–4** | |
| | **Level 2 Misreadings of the source**<br>**OR**<br>**Level 2 Interprets picture 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** | |

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| Question | Answer | Marks |
|---|---|---|
| 3 | **Study Sources D and E. Does Source D prove that Source E cannot be trusted? 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** **7** | |
| | **Level 4 Evaluates E but no valid use of D** **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** **1** | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 4 | **Study Source F. Are you surprised by this source? Explain your answer using details of the source and your knowledge.** | **7** |
| | **Level 5 Explains surprised using other source(s)/contextual knowledge** **6–7** | |
| | **Level 4 Explains NOT surprised using other source(s)/contextual knowledge** **4–5** | |
| | **Level 3 Valid analysis of source but fails to state whether surprised or not** **3**<br>**OR**<br>**Level 3 Assertions based on everyday empathy**<br>**OR**<br>**Level 3 Answers explained by generalised context** | |
| | **Level 2 Identifies what is/is not surprising, 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** | |

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| Question | Answer | Marks |
|---|---|---|
| 5 | **Study Sources G and H. Does Source G show that the Imperial Court (Source H) misunderstood what the Boxers were really like? Explain your answer using details of the sources and your knowledge.** | **8** |
| | **Level 5 Compares sources, evaluates one/both to explain the difference 7–8** | |
| | **Level 4 Compares Source H with other sources or contextual knowledge (about what the Boxers were really like) to answer question 5–6** | |
| | **Level 3 Compares Sources G and H to answer the question 3–4** | |
| | **Level 2 Uses content of Source H to assert the Boxers were not like this 2** | |
| | **Level 1 Unsupported assertions or fails to answer the question 1** | |
| | **Level 0 No evidence submitted or response does not address the question 0** | |

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| Question | Answer | Marks |
|---|---|---|
| 6 | **Study all the sources. How far do these sources provide convincing evidence that the Boxers were no more than barbarians? Use the sources to explain your answer.** | **12** |
| | **Level 3 Uses sources to support and reject the statement** **7–10**<br><br>Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).<br><br>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.<br><br>Use a ✓ in the margin for each source use in support of the statement and a × for each source use rejecting the statement.<br><br>✓ B C E G<br>× A D F 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** | |

| 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**<br>i.e. they disagree on the basis that A sees Hitler as a planner, B sees him as an improviser. | |
| | **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 OR compares the provenance of the sources** **2** | |
| | **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** | |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Study Source C. Why was this cartoon published in July 1938? Explain your answer using details of the source and your knowledge.** | **8** |
| | **Level 6 Explains purpose in context of July 1938.** **8** | |
| | **Level 5 Explains the purpose of the cartoon (must have intended impact on audience)** **7** | |
| | **Level 4 Explains the big message** **5–6**<br>i.e. the cartoonist's opinion on appeasement/lack of action over Czechoslovakia | |
| | **Level 3 Explains context** **3–4**<br>**OR**<br>**Level 3 Explains a valid sub-message** | |
| | **Level 2 Misreadings of the source** **2**<br>**OR**<br>**Level 2 Interprets cartoon or describes the context – but not used as a reason for publication** | |
| | **Level 1 Surface descriptions of the source** **1** | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 3 | **Study Sources D and E. Does Source D make Source E 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** **7** | |
| | **Level 4 Evaluates E but no valid use of D** **6** | |
| | **Level 3 Answers based on agreements/disagreements** **4–5** | |
| | **Level 2 Answers based on undeveloped provenance OR Identifies material that is/is not surprising, but no valid explanation** **2–3** | |
| | **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** | |

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| 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 Cartoonist's point of view** **7–8**<br>i.e. the cartoonist is expressing his support/admiration for Chamberlain | |
| | **Level 4 Interprets big message of cartoon** **5–6**<br>i.e. that Chamberlain is trying to save the world from the threat of war | |
| | **Level 3 Interprets sub-message of the cartoon** **3–4** | |
| | **Level 2 Misinterpretation of the cartoon** **2** | |
| | **Level 1 Surface description of the cartoon** **1** | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 5 | **Study Source G. Do you believe Henderson? Explain your answer using details of the source and your knowledge.** | **7** |
| | **Level 6 Sees Henderson as deliberately misrepresenting events because of his role in appeasement – Source G is self-justification** **7** | |
| | **Level 5 Explains how aspects of the source are questionable because Henderson was a supporter of appeasement** i.e. but there is no deliberate misrepresentation – Henderson believes what he says. **6** | |
| | **Level 4 Argues that Henderson is more likely to be credible because he concedes the failure of appeasement/his own personal failure** **5** | |
| | **Level 3 Cross-references to knowledge or other sources to check the factual accuracy of Henderson's claims** **4** | |
| | **Level 2 Answers based on undeveloped provenance** **2–3** | |
| | **Level 1 Writes about the source but does not address the question** **1** | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 6 | **Study all the sources. How far do these sources provide convincing evidence that the Second World War was avoidable? Use the sources to explain your answer**. | **12** |
| | **Level 3 Uses sources to support and reject the statement** **7–10**<br><br>Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).<br><br>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.<br><br>Use a ✓ in the margin for each source use in support of the statement and a × for each source use rejecting the statement.<br><br>✓ – B, (C), D, F<br>× – A, C, 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** | |

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