GradeMax

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

**HISTORY** **0470/23**

Paper 2 **May/June 2019**

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.

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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:

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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**Option A: Nineteenth century topic**

| Question | Answer | Marks |
|---|---|---|
| 1 | **Study Source A. What impressions does this source give of the British and the Chinese? Explain your answer using details of the source.** | 8 |
| | **Level 5 Makes an overall inference about the British and Chinese** **8**<br><br>Source gives the impression that the Chinese were in the wrong in the first paragraph, but that the British were in the wrong in the second paragraph. | |
| | **Level 4 Makes valid supported inferences** **6–7**<br><br>Award 6 marks for one group, 7 for both. | |
| | **Level 3 Makes inferences – not supported** **4–5**<br><br>Award 4 marks for one group, 5 for both. | |
| | **Level 2 Uses surface information to answer the question – description but no inferences** **2–3** | |
| | **Level 1 Copies or paraphrases the source – no sense of the question** **1** | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Study Sources B and C. Does Source B mean that the people of Canton are lying in Source C? Explain your answer using details of the sources and your knowledge.** | **8** |
| | **Level 6 Compares the sources and evaluates one of them** **8** | |
| | **Level 5 Evaluates C but no valid use of Source B** **7** | |
| | **Level 4 Answers based on agreements and disagreements** **5–6** | |
| | **Level 3 Answers based on agreements or disagreements** **3–4** | |
| | **Level 2 Answers based on undeveloped provenance or identifies where there is lying but no explanation**<br>**OR**<br>**Level 2 Analyses the source appropriately but fails to state whether Source C is lying** **2** | |
| | **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 |
|---|---|---|---|
| 3 | **Study Source D. Are you surprised by this source? Explain your answer using details of the source and your knowledge.** | | **8** |
| | **Level 6 Contextual answer based on the fact that Cobden is British and yet is speaking against the British** | **8** | |
| | **Level 5 Cross-references to test Cobden's claims** | **6–7** | |
| | **Level 4 Answers based on internal evidence of D** | **5** | |
| | **Level 3 Answers based on provenance, e.g. a member of the opposition, he called the debate, he is British** | **3–4** | |
| | **Level 2 Valid analysis of source but fails to state whether surprised or not<br>OR<br>Level 2 Identifies what is surprising/not surprising 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** | |

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| Question | Answer | | Marks |
|---|---|---|---|
| 4 | **Study Sources E and F. Does Source E prove that Palmerston was lying in Source F? Explain your answer using details of the sources and your knowledge.** | | **7** |
| | **Level 7 Compares the sources and evaluates both** | **7** | |
| | **Level 6 Compares the sources and evaluates one of them** | **6** | |
| | **Level 5 Evaluates Palmerston with no use of E** | **5** | |
| | **Level 4 Answers based on disagreements** | **4** | |
| | **Level 3 Answers based on agreements** | **3** | |
| | **Level 2 Answers based on undeveloped provenance** | **2** | |
| | **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 |
|---|---|---|
| 5 | **Study Source G. Why was this source published in Britain in 1860? Explain your answer using details of the source and your knowledge.** | **7** |
| | **Level 5 Explains the purpose of the cartoon** **6–7**<br><br>(It must have intended impact on British audience.) | |
| | **Level 4 Explains the big message** **5**<br><br>The British are justified in dealing with China harshly. | |
| | **Level 3 Explains context only – fails to explain message or purpose of source**<br>**OR**<br>**Level 3 Explains a valid sub-message** **3–4** | |
| | **Level 2 Misreadings of the source**<br>**OR**<br>**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** | |

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| Question | Answer | Marks |
|---|---|---|
| 6 | **Study all the sources. How far do these sources provide convincing evidence that China was to blame for the violence between China and Britain? 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>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>Use a ✔ the margin for each source use in support of the statement and a **x** for each source use rejecting the statement.<br><br>✔ – A, (B), F, G<br>**x** – A, B, C, D, E | |
| | **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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**Option B: Twentieth century topic**

| Question | Answer | Marks |
|---|---|---|
| 1 | **Study Source A. Why did the United Nations publish this report in 1950? Explain your answer using details of the source and your knowledge.** | **7** |
| | **Level 6 To encourage countries to support the UN in Korea / to support the UN in helping the South** **7** | |
| | **Level 5 To justify UN intervention/UN supporting the South** **6** | |
| | **Level 4 Explains a valid sub-message** **4–5**<br>Award 5 marks if answer states A is blaming North Korea or if it states A is explaining why the UN intervened. | |
| | **Level 3 Explains context as a reason – fails to explain message or purpose of source** **3** | |
| | **Level 2 Describes the context or interprets source – but not used as a reason for publication** **2** | |
| | **Level 1 Paraphrase of the source** **1** | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Study Sources B and C. Does Source C make Source B 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 if B is surprising but no valid use of C** **6**<br><br>This must be about his overall purpose in making this broadcast. | |
| | **Level 4 Answers based on the disagreement – surprised** **4–5** | |
| | **Level 3 Answers based on agreements – not surprised** **3** | |
| | **Level 2 Answers based on undeveloped provenance**<br>**OR**<br>**Level 2 Answers that analyse sources properly but no conclusion about surprise** **2** | |
| | **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 |
|---|---|---|
| 3 | **Study Sources D and E. How similar are these two sources? Explain your answer using details of the sources and your knowledge.** | **8** |
| | **Level 5 Compares big messages** **7–8**<br><br>D – The UN or US is responsible for many deaths and E is making the same point about the Communists.<br>Award 8 marks if answer has criticisms of UN/US and Communists. | |
| | **Level 4 Compares sub-messages or has the big message(s) but no comparison** **5–6** | |
| | **Level 3 Explains sub-message(s) from one or both sources – no comparison** **3–4** | |
| | **Level 2 Identifies information that is in one source but not in the other**<br>**OR**<br>**Level 2 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**<br>**OR** **1**<br>**Level 1 Misinterprets one or both sources** | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 4 | **Study Sources F and G. How far does Source G support the cartoonist in Source F? Explain your answer using details of the sources and your knowledge.** | **8** |
| | **Level 7 Compares the sources at L6 and evaluates G** **8** | |
| | **Level 6 Explains main disagreement – G in favour of Soviet involvement being hidden while F disapproves of Soviet cover-up / F wants to make Soviet involvement clear** **7** | |
| | **Level 5 Answers based on agreements or disagreements** **5–6** | |
| | **Level 4 Interprets one or both sources but no valid comparison** **4** | |
| | **Level 3 Undeveloped use of provenance / identifies something in one source that is not mentioned in the other** **3** | |
| | **Level 2 Answers based on plausible misinterpretations** **2** | |
| | **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 |
|---|---|---|
| 5 | **Study Source H. How useful is this source to a historian studying the Korean War? Explain your answer using details of the source and your knowledge.** | **7** |
| | **Level 6 Explains the fact it is in code means it will be reliable** **7**<br><br>Candidates must explain why the Soviets want this to be secret. | |
| | **Level 5 Uses cross-reference to check information in H**<br>**OR**<br>**Level 5 Shows how H clears up something unknown / confusion in another named source** **6** | |
| | **Level 4 Useful for clearing up either were the Soviets involved or did the North Koreans plan the attack** **5** | |
| | **Level 3 Answers based on surface information in H** **3–4** | |
| | **Level 2 Answers based on undeveloped use of provenance** **2**<br><br>Soviet Ambassador in N Korea would know, it is in code so must be right. | |
| | **Level 1 Unsupported assertions** **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 Soviet Union was to blame for the Korean War? 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>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>Use a ✔ the margin for each source use in support of the statement and a **x** for each source use rejecting the statement.<br><br>✔ – B, C, E, F, G, H<br>**x** – A, C, D, E, 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** | |

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