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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/23**

Paper 2 **October/November 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.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This syllabus is regulated 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.

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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Nineteenth century topic

Question	Answer	Marks
1	**Study Sources A and B. How far do these two sources give similar impressions of Cavour? Explain your answer using details of the sources.**	**6**
	Level 5 Builds on L4 – reaches an overall judgement about Cavour – significant figure in unification in A, but in B far more insignificant **6**	
	Level 4 Disagreement of impressions **5**	
	Level 3 Agreement of impressions **4**	
	Level 2 Agreement or disagreement of surface detail **2–3**	
	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**	

Question	Answer	Marks
2	**Study Sources C and D. How far does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 L4 plus compares similarity of provenance to express surprise **7–8**	
	Level 4 Answers based on disagreements **5–6**	
	Level 3 Answers based on agreements **3–4**	
	Level 2 Identifies what is surprising in D but no explanation **or** analyses sources appropriately but no statement about surprise **2**	
	Level 1 Surface descriptions of the source(s) OR assertions that do not compare the sources **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3	**Study Sources E and F. How far do these two cartoonists agree? Explain your answer using details of the sources and your knowledge**.	**8**
	Level 5 Explains differences of big messages **7–8**	
	Level 4 Explains differences/similarities of sub-messages **5–6**	
	Level 3 Answers based on surface details/subject of cartoons **3–4**	
	Level 2 Answers based on undeveloped use of provenance **2**	
	Level 1 Unsupported assertions **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4	**Study Source G. How far do you believe Source G? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Uses knowledge/sources to check overall claims of G **7–8**	
	Level 4 Uses knowledge/other sources to check parts of G **5–6**	
	Level 3 Answers based on tone/language **4**	
	Level 2 Answers based on undeveloped provenance **2–3**	
	Level 1 Unsupported assertions **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5	**Study Source H. Why did Garibaldi make this speech in April 1861? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Explains the purpose of the speech **7–8**	
	Level 4 Explains the big message **5–6**	
	Level 3 Explains context only – fails to explain message or purpose of source OR Explains a valid sub-message **3–4**	
	Level 2 Misreadings of the source OR Describes the context or content – 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 Piedmont led the events in 1859–60 that ended in unification? 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 a ✓in the margin for each source use in support of the statement and a × for each source use rejecting the statement. ✓ – A, B, C, F, G × – B, D, E, (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**	

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Twentieth century topic

Question	Answer	Marks
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 A is positive about Khomeini, while B is more critical **7**	
	Level 4 Agreement and disagreement of detail or sub-messages **6**	
	Level 3 Agreement or disagreement of detail or sub-messages **3–5**	
	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**	

Question	Answer	Marks
2	**Study Sources C and D. How far would Bakhtiar (Source D) have agreed with Source C? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Uses content of sources and contextual knowledge to explain why he would have disagreed **8**	
	Level 5 Level 3 and Level 4 **7**	
	Level 4 Explains why he would have disagreed based on differences between the two sources **6**	
	Level 3 Explains why he might have agreed based on agreements between the sources **4–5**	
	Level 2 Answers based on undeveloped use of provenance **2–3**	
	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
3	**Study Source E. How useful is this source as evidence about the Iranian Revolution? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Uses content and provenance to explain how the source is useful, e.g. what does the fact that this being said 19 years later tell us about the Revolution? Award 7 marks if focus is on Khomeini **7–8**	
	Level 5 Cross-references/evaluates to demonstrate reliability/unreliability. This must be used to reach a judgement about usefulness. Award 5 marks if focus is on Khomeini **5–6**	
	Level 4 Explains what we can learn from the content of the source **4**	
	Level 3 Answers based on undeveloped use of provenance **3**	
	Level 2 Simply copies or paraphrases the source/no statement about if useful or not **2**	
	Level 1 Unsupported assertions **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4	**Study Source F. What is the message of this source? Explain your answer using details of the source and your knowledge.**	**8**
	Level 4 Big message – change of regime/leadership will not help Iran or its people **7–8**	
	Level 3 Part of big message – Khomieni and the Shah are as bad as each other. 4 marks for minimal statement that they are as bad as each other **4–6**	
	Level 2 Explains valid-sub-messages, e.g. the Shah was brutal, Iran was a violent place, nothing will change, they are both bad **2–3**	
	Level 1 Surface descriptions/literal readings of 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. Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Contextual explanation of why surprised/not surprised by overall point of view of Source G **6–7**	
	Level 4 Explains surprise or lack of surprise about isolated features of the source **4–5**	
	Level 3 Answers based on undeveloped provenance/answers based on everyday empathy **3**	
	Level 2 Identifies what is surprising/not surprising but no explanation OR provides valid reasons but never actually says if surprised or not **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**	

Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that Khomeini had the same aims as the Iranian people? 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 a ✓in the margin for each source use in support of the statement and a × for each source use rejecting the statement. ✓ – A, (B), C, D, E × – B, D, 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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