GradeMax

Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/23**

Paper 2 **October/November 2020**

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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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 Source A.** **Why was this source published in September 1855? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose in the context of September 1855 – to support the new legislature. **8**	
	Level 5 Explains the purpose of the source (must have intended impact on audience) – to make people reject the legislature or its pro-slavery laws **7**	
	Level 4 Explains the big message – the legislature does not have the right to pass pro-slavery laws **6**	
	Level 3 Explains context only – fails to explain message or purpose of source **OR** Explains a valid sub-message **4–5**	
	Level 2 Interprets source or describes the context – but not used as a reason for publication **2–3**	
	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.** **How far do these two sources agree? Explain your answer using details of the sources.**	**7**
	Level 5 Compares big messages: B – shows pro-slavers in good light, C – shows pro-slavers in a bad light **6–7**	
	Level 4 Agreement **AND** disagreement of detail or sub-messages **5**	
	Level 3 Agreement **OR** disagreement of detail or sub-messages Agreements: anti-slavers attack with swords, they kill pro-slavers, tension in Kansas between the two groups, Brown had his sons with him, pro-slavers attack Lawrence Disagreements: C – Brown did not kill anyone. B says he did **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
3	**Study Source D.** **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 condemning actions of pro-slavery Democrats **7–8**	
	Level 4 Explains big message – Democrats determined to force slavery on anti-slavers **5–6**	
	Level 3 Sub-message(s) explained **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**	

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Question	Answer	Marks
4	**Study Sources E and F.** **How similar are these two sources? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Compares based on differences/similarities of purpose **8**	
	Level 5 Answers based on differences/similarities of big messages – E, John Brown, anti-slaver causing the violence, F, the violence in Kansas is caused by pro-slavers **6–7**	
	Level 4 Answers based on differences/similarities of sub-messages **4–5**	
	Level 3 Interprets one of both sources – no valid comparison **3**	
	Level 2 Answers based on undeveloped provenance **OR** Explains they are about the same things **OR** Identifies details in one source but not in the other **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.** **Do you trust this source? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Answers based on evaluation of Source G as evidence of his purpose **7**	
	Level 4 Answers based on developed evaluation of Source G by cross-reference or developed use of provenance **4–6**	
	Level 3 Identifies in source what is not trusted but with no valid explanation why **3**	
	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**	

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Question	Answer	Marks
6	**Study all the sources.** **How far do these sources provide convincing evidence that the anti-slavery groups were responsible for the violence in Kansas? Use the sources to explain your answer.** 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 ***x*** for each source use rejecting the statement. ✔: B C E G ***x***: A B C D F	**12**
	Level 3 Uses sources to support and reject the statement **7–10**	
	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 – in A China was the main concern for the Soviets, while in B it was a whole raft of issues **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**	
	Level 2 Identifies information that is in one source but not in the other **OR** States that the sources are about the same subject e.g. both about missiles in Cuba **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 Sources C and D.** **How far does Source C prove that Khrushchev was not telling the truth in Source D? 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 D but no valid use of C **6**	
	Level 3 Answers based on agreements/disagreements. (For 5 marks agreements and disagreements are required) **3–5**	
	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
3	**Study Source E.** **Are you surprised that this cartoon was published in Britain at this time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Contextual explanations of why surprised that cartoon published in Britain **7–8**	
	Level 5 Contextual explanations of why not surprised e.g. Kennedy is risking war by his aggressive attitude **5–6**	
	Level 4 Everyday empathy explanations of why surprised/not surprised (these are likely to miss the British issue) **4**	
	Level 3 Perfectly good explanations but never states whether surprised or not OR understands message of cartoon but does not get any further **3**	
	Level 2 Identifies what surprised/not surprised by, but no explanation **2**	
	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
4	**Study Sources F and G.** **Would these two cartoonists have agreed with each other? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Infers non-agreement over the Soviet Union – approval in F, criticism in G OR support for Communists in F, criticising Communists/USSR in G **8**	
	Level 5 Agreement **AND** disagreement of sub-messages **7**	
	Level 4 Agreement **OR** disagreement of sub-messages **5–6**	
	Level 3 Interprets cartoon(s) but no valid comparison **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 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
5	**Study Source H.** **How useful is this source as evidence about Khrushchev's motives for placing missiles in Cuba? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Evaluates source through Kennedy's/Soviet Minister's **purpose** to explain that it is not useful in explaining Khrushchev's motives **7**	
	Level 5 Cross-references/uses knowledge to show useful/not useful about Khrushchev's motives (can also use Kennedy in H to check Soviet Minister in H) **5–6**	
	Level 4 Uses source in an uncritical way as evidence about Khrushchev's motives **4**	
	Level 3 Undeveloped use of provenance to dismiss/accept source; dismisses/accepts source because some of it comes from Soviet minister **3**	
	Level 2 Paraphrases of Source H **2**	
	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 Khrushchev placed missiles in Cuba as a balance to American missiles surrounding the Soviet Union? Use the sources to explain your answer.** 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 ***x*** for each source use rejecting the statement. ✔: C D E ***x***: A B D F G H	**12**
	Level 3 Uses sources to support **AND** reject the statement **7–10**	
	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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