Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/22**

Paper 2 **March 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 March 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.

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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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19th 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. Explain your answer using details of the sources.**	**7**
	Level 4 Agreement and disagreement of detail or sub-messages **6–7**	
	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 Source C. Why was this cartoon published on 31 July 1914? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Purpose explained in context of July 1914 **8**	
	Level 4 Explanation of purpose **6–7**	
	Level 3 Explanation of message **4–5**	
	Level 2 Explanation of context **2–3**	
	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 Source D. How far do you believe what the Kaiser wrote? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Evaluates Source D based on context and purpose **8**	
	Level 5 Evaluates Source D based on context or purpose **6–7**	
	Level 4 Uses contextual knowledge to check what Source D says **5**	
	Level 3 Uses other sources to check what Source D says **4**	
	Level 2 Undeveloped use of provenance **2–3**	
	Level 1 Unsupported assertions **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4	**Study Source E. Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Explains reasons for being both surprised and not surprised **7–8**	
	Level 4 Answers based on not surprised **5–6**	
	Level 3 Answers based on surprise **3–4**	
	Level 2 Answers based on undeveloped provenance or identifies what surprised by but no explanation or analyses the source appropriately but fails to state whether surprised **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 F. What is the message of this cartoon? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Explains point of view of cartoonist **7**	
	Level 4 Explains big message **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**	

Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that Germany was responsible for causing the First World War? 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, E, F ×: A, B, C, D	
	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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20th 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 4 Agreement and disagreement of detail or sub-messages **6–7**	
	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. Does Source C make Source D 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 **6–7**	
	Level 4 Evaluates C but no valid use of D, OR Evaluates D but no valid use of C **5**	
	Level 3 Answers based on agreements/disagreements e.g. C says the League will act, D says it will not **3–4**	
	Level 2 Answers based on undeveloped provenance OR Identifies what is surprising with no support OR a well-reasoned answer but fails to say if surprising 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**	

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Question	Answer	Marks
3	**Study Source E. What is the message of this cartoon? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Explains point of view of cartoonist – Level 4 plus cartoonist is criticising the League. Award Level 4 if has point of view without all the big message **7–8**	
	Level 4 Explains big message – must be the League is weak/ineffective in responding to Italian aggression **5–6**	
	Level 3 Sub-message explained e.g. the League is weak, Italy is aggressive **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 F and G. How different are the impressions given by these two sources? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Must be about Mussolini/Italians being uncivilised (or close alternative) in F and civilised (or close alternative) in G **7–8**	
	Level 5 Compares minor impressions **5–6**	
	Level 4 Explains valid impressions of one or both sources but no comparison **4** If gives impressions from both sources, one must not be wrong (allow one description)	
	Level 3 Comparisons based on misreading of either F or G e.g. both show Abyssinians to be uncivilised **3**	
	Level 2 Surface comparisons or undeveloped use of provenance **2**	
	Level 1 No valid comparisons **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 the Abyssinian crisis? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Cross-references to check British attitudes displayed by H OR uses attitudes in H as a way of understanding British policy **7**	
	Level 5 Answers based on inferences e.g. How the English perceived Abyssinians **5–6**	
	Level 4 Uses cross reference or evaluation of purpose to check claims made in H **4**	
	Level 3 Answers based on surface information/or not useful because of what it doesn't tell us about the Crisis – must specify something about the Crisis **3**	
	Level 2 Answers based on undeveloped provenance **2**	
	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 Italian actions in Abyssinia were justified? 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, G, H ×: C, D, E , 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**	