Cambridge Assessment International Education

# Cambridge IGCSE™

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

Paper 2 **March 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 March 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.



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**[Turn over**

## 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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**Nineteenth century topic**

| Question | Answer | Marks |
|---|---|---|
| 1 | **Study Source A. What impressions does this source give about the Indian Mutiny? Explain your answer using details of the source.** | **8** |
| | Level 6 More than one supported valid inference **7–8** | |
| | Level 5 One valid supported inference **5–6** | |
| | Level 4 Valid but unsupported inferences about the Mutiny **4** | |
| | Level 3 Makes valid inferences but not about the nature of the Mutiny e.g. about the bravery of British women **3** | |
| | Level 2 Surface descriptions of the source – about the Mutiny but no inferences made **2** | |
| | Level 1 Surface descriptions of the source – not about the Mutiny **1** | |
| | Level 0 No evidence submitted or response does not address the question **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Study Source B. Why was this source published in 1858? Explain your answer using details of the source and your knowledge.** | **7** |
| | Level 7 Explains purpose in context of 1857–8 **7** | |
| | Level 6 Explains the purpose of the author (must have intended impact on audience) – to persuade people to believe that the British had no right to put down the Mutiny in this way **6** | |
| | Level 5 Explains big message as reason for publication – the British army was barbaric but was not criticised by the British press **5** | |
| | Level 4 Explains sub-message(s) as reason for publication e.g. the British army was barbaric **4** | |
| | Level 3 Explains the context of 1857–8 as the reason for publication **3** | |
| | Level 2 Conveying information in the source given as reason for publication **or** describes the context but **not** used as reason for publication **2** | |
| | Level 1 Paraphrase/copying 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 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 6 Compares the sources and evaluates both of them **8** | |
| | Level 5 Compares the sources and evaluates one of them **7** | |
| | Level 4 Uses differences between the two sources to argue C does make D surprising **5–6** | |
| | Level 3 Argues that C does not make D surprising because C is not about what happened at the Qaisar Bagh Palace **3–4** | |
| | Level 2 Answers based on undeveloped provenance OR identifies material in D that is/is not surprising but no valid explanation **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 |
|---|---|---|
| 4 | **Study Source E. How useful is this source as evidence about British rule in India? Explain your answer using details of the source and your knowledge.** | **7** |
| | Level 6 Explains E useful as evidence of the survival of views/attitudes towards British rule in 1907. **7** | |
| | Level 5 Explains E useful as evidence that the Mutiny was still regarded as important in 1907 **6** | |
| | Level 4 Makes valid inferences about attitudes in E towards British rule but no valid use of date of 1907 **5**<br>**OR**<br>Level 4 Rejects E as useful because of its bias/purpose – explained **4** | |
| | Level 3 Explains E useful for the information it contains **3** | |
| | Level 2 Answers based on undeveloped provenance **2** | |
| | Level 1 Unsupported assertions or refers to content of E without giving it as a reason for being useful **1** | |
| | Level 0 No evidence submitted or response does not address the question **0** | |

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| Question | Answer | | Marks |
|---|---|---|---|
| 5 | **Study Sources F and G. How far does Source G prove that Victoria agreed with Canning (Source F)? Explain your answer using details of the sources and your knowledge.** | | **8** |
| | Level 6 Level 5 plus makes good use of the provenance of the source(s) | **8** | |
| | Level 5 Answers that compare Victoria's views with the real views of Canning | **6–7** | |
| | Level 4 Level 3 answers plus makes good use of the provenance of the source(s) | **5** | |
| | Level 3 Answers that compare Victoria's views with the surface views that Canning describes in Source F | **3–4** | |
| | Level 2 Answers based on use of provenance alone | **2** | |
| | Level 1 Writes about the sources but does not address the question or there is no valid argument | **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 the British behaved well in their response to the Indian Mutiny? 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 ***x*** for each source use rejecting the statement.<br><br>✔ : A, C, E<br>***x*** : 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** | |

**Twentieth century topic**

| Question | Answer | Marks |
|---|---|---|
| 1 | **Study Source A. How far do you agree that this source is useful as evidence about the Cuban Missile Crisis? Explain your answer using details of the source.** | **7** |
| | Level 5 Explains how the source is useful evidence about the Cuban Missile Crisis. **6–7** | |
| | Level 4 Rejects the source as useful because of Kennedy's purpose – the impression he is trying to create about himself or about Khrushchev – therefore it can throw little light on the Crisis **5** | |
| | Level 3 Explains how the source is useful because of the information it conveys OR Explains how the source is useful/not useful because of its provenance e.g. it is just Kennedy's/an American view (these answers will not be related to the Crisis) **3–4**<br><br>**OR**<br><br>Level 3 Rejects the source as useful because it is not about the Cuban Missile Crisis **3** | |
| | Level 2 Analyses the source appropriately but fails to reach a judgement about 'useful'. **2** | |
| | Level 1 Copies/paraphrases 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 Source B. What impressions does this source give of Khrushchev? Explain your answer using details of the source and your knowledge.** | **7** |
| | Level 6 Answers that explain he was a man who thought he needed to rescue his reputation (this needs to be set in the context of what happened to Khrushchev after the Crisis – he fell from power within two years, or the common perception that he had backed down or been defeated in the Crisis) **7** | |
| | Level 5 Unwitting testimony i.e. valid **NEGATIVE** impressions of himself that Khrushchev did not intend to give e.g. condescending, boastful, self-promoting, he is someone who wants to take the credit **6** | |
| | Level 4 Answers based on the **POSITIVE** impressions Khrushchev is trying to give of himself. These could include e.g. in charge, responsible, reasonable, understanding, he wanted peace, he was experienced compared to Kennedy's inexperience **4–5** | |
| | Level 3 Valid inferences (as in Level 4/5) from Source B – not supported **3** | |
| | Level 2 Valid inferences but not about impressions of Khrushchev, or invalid inferences about Khrushchev **2** | |
| | Level 1 Surface use of the source – copies/paraphrases, no inferences **1** | |
| | Level 0 No evidence submitted or response does not address the question **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 3 | **Study Source C. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** | **8** |
| | Level 5 Explains point of view of cartoonist – the cartoonist approves of the fact that the US had the upper-hand in the Crisis so it is a good thing that the US has the upper-hand OR Explains how the cartoonist's view is that Kennedy was in the right **8** | |
| | Level 4 Explains big message – the US has the upper-hand in the Crisis, the US has taken control of the Crisis **6–7** | |
| | Level 3 Sub-message(s) explained **3–5**<br><br>e.g. The American blockade was working, the US is very strong, the US is threatening the USSR, the USSR and Cuba are weak, the US will retaliate, the US wants the Crisis to end peacefully, the situation was very tense<br><br>Award answers that are not supported from Source C – 3 marks. | |
| | Level 2 Explains part(s) of the cartoon without getting as far as a sub-message **2** | |
| | Level 1 Surface description of source/ misinterpretations **1** | |
| | Level 0 No evidence submitted or response does not address the question **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 4 | **Study Sources D and E. How far do these two sources agree about the Cuban Missile Crisis? Explain your answer using details of the sources and your knowledge.** | **8** |
| | Level 5 Compares the big messages of the two sources – in both Kennedy has the upper-hand over Khrushchev **7–8** | |
| | Level 4 Compares valid sub-messages e.g. they agree it was a personal struggle between the two Presidents, they both show that tensions were high, they both show they were on the brink of war **5–6** | |
| | Level 3 Interprets message(s) of one or both sources but no valid comparison e.g. Source D shows that Kennedy has got the upper-hand, Source E shows it is a personal struggle between the two men, E shows both are threatening the other with a missile attack, E shows that Khrushchev is losing, E shows that Khrushchev is ready to talk **3–4** | |
| | Level 2 Answers just based on provenance **2** | |
| | Level 1 Surface descriptions, surface comparisons, misinterpretations **1** | |
| | Level 0 No evidence submitted or response does not address the question **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 5 | **Study Sources F and G. How far does Source G make Source F 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 F but no valid use of G. **6** | |
| | Level 3 Answers based on agreements/disagreements e.g. in F the US is under a real threat from the USSR but in G it is not **3–5** | |
| | Level 2 Answers based on undeveloped provenance OR answers that analyse the sources in appropriate ways e.g. by explaining disagreement, but never state whether F is surprising OR answers that identify what is surprising in F without a valid explanation **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 |
|---|---|---|
| 6 | **Study all the sources. How far do these sources provide convincing evidence that the Cuban Missile Crisis was simply about personal rivalry between Kennedy and Khrushchev? 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 ***x*** for each source use rejecting the statement.<br><br>✔ : A, B, (C), D, E<br><br>***x*** : B, C, 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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