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

**HISTORY** **0470/21**

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.

Cambridge International is publishing the mark schemes for the May/June 2019 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.

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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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**Option A: Nineteenth 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<br>Difference of opinion on the extent to which the Mutiny was a real stirring of nationalism: in A it was not, in B it was **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** | |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Study Sources C and D. After reading Source C, are you surprised by Source D? Explain your answer using details of the sources and your knowledge.** | **8** |
| | **Level 6** Compares the sources and evaluates one of them **7–8** | |
| | **Level 5** Evaluates Source D but no relevant use of Source C **6** | |
| | **Level 4** Answers based on disagreements<br>*e.g. Emperor not supportive in C, supportive in D* **4–5** | |
| | **Level 3** No, answers based on agreements<br>*e.g. In both, the Indian soldiers are fighting the British* **3** | |
| | **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 |
|---|---|---|
| 3 | **Study Sources E and F. Does Source E prove Source F to be wrong? Explain your answer using details of the sources and your knowledge.** | **8** |
| | **Level 6** Compares the sources and evaluates one of them **7–8** | |
| | **Level 5** Evaluates F but no valid use of E **6** | |
| | **Level 4** Yes or no, answers based on disagreements **4–5** | |
| | **Level 3** No, 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 |
|---|---|---|
| 4 | **Study Source G. Why was this illustration used in this book? Explain your answer using details of the source and your knowledge.** | **8** |
| | **Level 6** L4/L5 plus purpose in context<br>i.e. to have an impact on British opinions about the Mutiny **8** | |
| | **Level 5** Reason based on the Big Message<br>i.e. to say that the behaviour of the sepoys/Indians was evil/blameworthy **6–7** | |
| | **Level 4** Reason based on sub-message **4–5** | |
| | **Level 3** Reason based on context **3** | |
| | **Level 2** Interprets picture or describes context, but no reason given **2** | |
| | **Level 1** Describes the source, no reason given **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 events of 1857? Explain your answer using details of the source and your knowledge.** | **7** |
| | **Level 5** Answers based on evaluation of Source H as evidence of his purpose – to accept it as useful **7** | |
| | **Level 4** Answers based on developed evaluation of Source H – to reject it as useful **5–6** | |
| | **Level 3** Answers based on information in Source H **3–4** | |
| | **Level 2** Answers based on undeveloped use of provenance **2** | |
| | **Level 1** Unsupported assertions **or** fails to address utility **1** | |
| | **Level 0** No evidence submitted or response does not address the question **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 6 | **Study <u>all</u> the sources. How far do these sources provide convincing evidence that the events of 1857 amounted to a national war of independence? 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>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, D, H<br>**x** – A, (B), C, E, 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** | |

**Option B: Twentieth century topic**

| Question | Answer | Marks |
|---|---|---|
| 1 | **Study Sources A and B. Which one of these textbooks was used in schools in South Korea and which one was used in North Korean schools? Explain your answer using details of the sources.** | **7** |
| | **Level 5** L2/L3/L4 plus purpose<br>Purpose is the intended impact on the behaviour of the audience **7** | |
| | **Level 4** L2/L3 plus explains that the language has the purpose of persuading the audience<br>*e.g. To get the pupils to see who was to blame* **6** | |
| | **Level 3** Explains how language in the source(s) indicates the side **4–5** | |
| | **Level 2** Identifies language in the source(s) that indicates the side (but no explanation) **2–3** | |
| | **Level 1** Misinterpretations (i.e. gets it wrong way round) **or** unillustrated assertions (i.e. no use of source content) **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. Does Source C prove that the Soviet Ambassador (Source D) was wrong? 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 D but no valid use of C **7** | |
| | **Level 4** Yes or no, answers based on disagreements **5–6** | |
| | **Level 3** No, answers based on agreements **3–4** | |
| | **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. Why was Source E distributed in Korea? Explain your answer using details of the source and your knowledge.** | **8** |
| | **Level 7** L4 plus purpose in relation to an audience of Americans in Korea **8** | |
| | **Level 6** L4 plus purpose in relation to a Korean audience **7** | |
| | **Level 5** Reason based on purpose, but no message **6** | |
| | **Level 4** Reason based on message<br>i.e. to tell people what is in the source **4–5** | |
| | **Level 3** Reason based on context<br>i.e. because of the war going on, or because what is mentioned in the source was going on **3** | |
| | **Level 2** Interprets source or describes context, but no valid reason **2** | |
| | **Level 1** Surface description, no valid reason given **1** | |
| | **Level 0** No evidence submitted or response does not address the question **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 4 | **Study Source F. What is the message of the cartoonist? Explain your answer using details of the source and your knowledge.** | **8** |
| | **Level 6** Explains valid big message plus the cartoonist's opinion of the Soviets **8** | |
| | **Level 5** Explains valid big message of the cartoon<br>i.e. that the Soviets were merely pretending to want peace **6–7** | |
| | **Level 4** Explains valid sub-messages<br>*e.g. The Soviets are liars, the Soviets are causing trouble in Korea, the Soviets don't want peace, etc.* **4–5** | |
| | **Level 3** Undeveloped answers lifted from the provenance **3** | |
| | **Level 2** Misreadings of the cartoon<br>i.e. the Russians are in favour of peace **2** | |
| | **Level 1** Describes the cartoon, no message **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 7** Both aspects of L6<br>i.e. date and British provenance **7** | |
| | **Level 6** Explains why surprised/not surprised in relation to the date of the source **or** in relation to the British provenance of the source **6** | |
| | **Level 5** Uses content of G and cross-reference to explain why surprised **and** why not surprised **5** | |
| | **Level 4** Uses content of G and cross-reference to explain why surprised **or** not surprised **4** | |
| | **Level 3** Explains reasons internal to the source for being surprised/not surprised **3** | |
| | **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 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 <u>all</u> the sources. How far do these sources provide convincing evidence that South Korea and the USA were 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><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, 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** | |