Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/22**

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.

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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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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.**	**8**
	Level 5 Compares big messages **7–8** In A, the British are in the wrong/the Chinese in the right; in B, the British are in the right/the Chinese in the wrong.	
	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 Level 2 States that the sources are about the same subject **2** OR Level 2 Compares the provenance of the sources	
	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 Source C. Why was this illustration published in a British magazine in October 1856? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Explains purpose in context of 1856 **7**	
	Level 5 Explains the purpose of the cartoon (Must have intended impact on British audience.) **6**	
	Level 4 Explains how it is positive about British or negative about Chinese **5**	
	Level 3 Explains context only – fails to explain message or purpose of source OR Level 3 Uses the source as information **4**	
	Level 2 Misreadings of the source OR Level 2 Interprets cartoon or describes the context – but not used as a reason for publication **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 Sources D and E. Does Source D make what Bowring said in Source E 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 Explains E is surprising/not surprising but no valid use of Source D	**5–6**	
	Level 3 Answers based on disagreements	**4**	
	Level 2 Answers based on undeveloped provenance OR Level 2 Identifies what surprised by but no explanation OR Level 2 Analyses the sources appropriately but fails to state whether surprised	**2–3**	
	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 F. Do you trust Palmerston in Source F? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Evaluates Palmerston's claims in context **7–8**	
	Level 5 Cross-references to evaluate claims made by Palmerston **5–6**	
	Level 4 Explains based on content/language of Source F **4**	
	Level 3 Undeveloped use of provenance **3**	
	Level 2 Analyses source without stating if Palmerston is trusted **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
5	**Study Source G. How useful is this source as evidence about the Second Opium War? 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 – to accept it as useful **7**	
	Level 4 Answers based on developed evaluation of Source G – to reject it as useful **6**	
	Level 3 Answers based on message/inferences of Source G **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
6	**Study <u>all</u> the sources. How far do these sources provide convincing evidence that China was to blame for the Second Opium 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 ✔ the margin for each source use in support of the statement and a **x** for each source use rejecting the statement. ✔ – B, C, E, F, G **x** – A, 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**	

Option B: 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 **7** A blames the US for the Korean War, B blames Communism.	
	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 Level 2 States that the sources are about the same subject **2** OR Level 2 Compares the provenance of the sources	
	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 Source C. Why was this pamphlet distributed in Korea at this time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains the purpose of the pamphlet **8** (Must have intended impact on audience, e.g. to demoralise US troops.) Audience must be US troops/western journalists, South Koreans. If Koreans/Korean people/Korean public, award 7 marks.	
	Level 5 Explains the big message **6–7** US big business doesn't want peace because of the profits they are making from the war. Only one part of this = sub-message. Award 6 if mentions Koreans as the audience.	
	Level 4 Explains a valid sub-message **4–5** Award 4 if mentions Koreans as the audience.	
	Level 3 Explains context as the reason (must be peace talks) but fails to explain message or purpose of source **3**	
	Level 2 Answers that assume audience is North Koreans/Communists/ALL Koreans/North and South Koreans and gives an appropriate purpose **2** OR Level 2 Interprets pamphlet or describes the context – but not used as a reason for distribution	
	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 Sources D and E. How similar are the messages of the two cartoonists? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Explains differences of message of cartoonists **8** Compares views of cartoonists about the relationship. Positive/approves in D, negative/critical in E.	
	Level 5 Explains differences of big messages of cartoons **7** Compares relationship between US and UN – equal/working together in D, the US is leading or dominating in E.	
	Level 4 Explains differences/similarities of sub-messages **5–6** Note: These must be comparing the cartoons on the same point.	
	Level 3 Valid interpretation of one or both cartoons but no valid comparison **3–4**	
	Level 2 Answers comparing provenance **2**	
	Level 1 Unsupported assertions/writes about the cartoons **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. Does Source F show that Truman was lying in Source G? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Compares the sources and evaluates one of them **7–8** OR Level 6 Explains how they are not mutually exclusive about why US intervened e.g. It is perfectly possible for Truman to have had both of these motives at the same time. They both make sense in 1950.	
	Level 5 Evaluates G but no valid use of F **6**	
	Level 4 Answers based on disagreement **5** F – To stop Communism, to prevent another war. G – To support the UN.	
	Level 3 Answers based on agreement or sensible/plausible reconciliations **4** The US had to get involved, Truman wants peace in both.	
	Level 2 Answers based on undeveloped provenance or assertions that they say something different **2–3**	
	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 H. Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Explains surprised that British would be critical of US at this time **7**	
	Level 5 Surprised or not surprised by the fact that the US government wanted to correct the impression that they were fighting a lone battle OR that the US government was concerned that Congress thought US troops were being forced to fight by the UN **6**	
	Level 4 Surprised or not surprised by EITHER there was an impression that the Americans were fighting a lone battle OR that Congress was concerned that the US was being forced to fight by the UN **4–5** Must be explained by cross-reference.	
	Level 3 Answers based on internal evidence of H **3**	
	Level 2 Valid analysis of source but fails to state whether surprised or not **2** OR Level 2 Identifies something that is surprising/not surprising but fails to explain why	
	Level 1 Writes about sources but fails to 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 the United States intervened in Korea because it wanted to uphold the authority of the United Nations? 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 ✔ the margin for each source use in support of the statement and a **x** for each source use rejecting the statement. ✔ – B, D, E, G **x** – A, C, E, F, 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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