Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/23**

Paper 2 **May/June 2022**

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 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **8** printed pages.

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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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Question	Answer	Marks
	19th Century topic	
1	**Study Source A. What impressions does this cartoon give of the presidential candidates? Explain your answer using details of the source.** **Level 4 Main impression plus qualification regarding Bell 6** **Level 3 Main impression** – critical – if Lincoln, Douglas or Breckinridge are elected this will lead to destruction of the Union/ tear the US apart. **4–5** **Level 2 Valid minor impressions 2–3** **Level 1 Describes surface details 1** **Level 0 No evidence submitted or response does not address the question 0**	**6**

Question	Answer	Marks
2	**Study Source B. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5 The cartoonist's point of view** – critical of the fact that the issue of slavery will divide North and South/the USA. **7–8** **Level 4 Big message** – the issue of slavery will divide North and South/the USA. **5–6** **Level 3 Sub-messages 3–4** e.g. the slaves are responsible for dividing the USA, South and North are divided over slavery. **Level 2 Misinterpretations 2** **Level 1 Surface descriptions 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

Question	Answer	Marks
3	**Study Sources C and D. How far does Source D prove that the author of Source C was wrong? Explain your answer using details of the sources and your knowledge.** **Level 6 Compares the sources and evaluates one of them 7–8** **Level 5 Evaluates C but no valid use of D 6** **Level 4 Answers based on agreements and disagreements 5** **Level 3 Answers based on agreements or disagreements 3–4** **Level 2 Answers based on undeveloped provenance OR Identifies what is wrong in C but no explanation OR Valid explanation but fails to make judgement about 'wrong' 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**	**8**

Question	Answer	Marks
4	**Study Source E. Are you surprised that this was Lincoln's position in December 1860? Explain your answer using details of the sources and your knowledge.** **Level 5 Valid contextual/cross-referenced explanations for being both surprised and not surprised 7–8** **Level 4 Valid contextual/cross-referenced explanations for being surprised or not surprised 5–6** **Level 3 Answers based on everyday empathy 3–4** **Level 2 Identifies what it is in E that surprises – no valid explanation 2** **Level 1 Unsupported assertions 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

Question	Answer	Marks
5	**Study Source F. Why was this source issued in January 1861? Explain your answer using details of the source and your knowledge.** **Level 7 Explains purpose in context of January 1861 8** **Level 6 Explains the purpose of the author (must have intended impact on audience**) – justification or aimed at Southern states. **7** **Level 5 Explains big message as reason for issued – leaving the Union6** **Level 4 Explains sub-message(s) as reason for issued 4–5** **Level 3 Explains the context of January 1861 as the reason for issued 3** **Level 2 Conveying surface information in the source given as reason for issued or describes the context but not used as reason for issued 2** **Level 1 Description of the source 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**

Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that it was Lincoln who split the South from the North in 1860-61? 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. **Agree (✔): A, C, E, F** **Disagree (*x*): A, B, D, F** **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**	**12**

Question	Answer	Marks
	20th Century topic	
1	**Study Source A. What impressions does this source give of Jaruzelski? Explain your answer using details of the source.** **Level 6 Critical/negative impressions supported from the source** (The critical nature can be in the source support.) **6–7** **Level 5 Critical/negative impressions not supported OR argues Jaruzelski is a significant figure as he's been chosen as picture of the year/he's on the front cover of Time magazine 5** **Level 4 Neutral impressions supported from the source 4** **Level 3 Neutral impressions not supported 3** **Level 2 Misinterpretations (these could be positive or negative impressions, e.g. weak, good) 2** **Level 1 Surface description 1** **Level 0 No evidence submitted or response does not address the question 0**	**7**

Question	Answer	Marks
2	**Study Sources B and C. How far does Source B make Source C surprising? Explain your answer using details of the sources and your knowledge.** **Level 7 Compares the sources and evaluates one 7–8** **Level 6 Evaluates C but no valid/relevant use of B 6** **Level 5 Compares the 2 sources and explains how B makes C both surprising and not surprising 5** **Level 4 Compares the 2 sources and explains how B makes C surprising 4** **Level 3 Compares the 2 sources and explains how B makes C not surprising 3** **Level 2 Answers based on undeveloped provenance OR identifies material in C that is/is not surprising but no valid explanation OR Valid answers but fails to address surprise 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**	**8**

Question	Answer	Marks
3	**Study Sources D and E. These two cartoons are by the same cartoonist. Had he changed his opinion between drawing the two cartoons? Explain your answer using details of the sources and your knowledge.** **Level 7 Compares points of view of cartoonists – anti-Soviet in both** – must be supported/explained. **8** **Level 6 Compares big messages – in D the Soviets are going to deal with Poland/Solidarity themselves, in E they are using Jaruzelski to do it** **7** **Level 5 Compares valid sub-messages OR Valid interpretation of big message of one source but no valid comparison** **5–6** **Level 4 Valid interpretation of sub-messages of one source OR Valid but unsupported points of view, e.g. he's critical of the Soviets in both** **4** **Level 3 Uses contextual knowledge to explain developments in Poland in 1980-81 to claim his view will have changed** **3** **Level 2 Answers based on surface detail OR Undeveloped provenance OR Valid comparison of cartoons but fails to explain whether opinion has changed OR Misinterpretations** **2** **Level 1 Unsupported assertions OR Surface description without valid comparison** **1** **Level 0 No evidence submitted or response does not address the question** **0**	**8**

Question	Answer	Marks
4	**Study Source F. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5 Explains cartoonist's point of view** – it is pro-Solidarity/anti Jaruzelski because Solidarity is defeating martial law. **7** **Level 4 Explains big message** – Solidarity will defeat martial law, Solidarity will not be beaten by martial law. **5–6** **Level 3 Explains valid sub-message(s) OR Unsupported points of view** e.g. Jaruzelski has taken action against Solidarity, Solidarity has been imprisoned/held down, Solidarity is opposing martial law, Solidarity is powerful. **3–4** **Level 2 Misinterpretations** **2** **Level 1 Surface description of cartoon** **1** **Level 0 No evidence submitted or response does not address the question** **0**	**7**

Question	Answer	Marks
5	**Study Source G. Why did Jaruzelski make this announcement to the Polish people on 25 December 1981? Explain your answer using details of the source and your knowledge.** **Level 6 Explains the purpose of the author in the context of opposition to martial law** (must have impact on audience) **8** e.g. to stop people supporting demonstrations or Solidarity. **Level 5 To justify/defend introduction of martial law 6–7** **Level 4 Explains message(s) of G as a reason for announcement. 4–5** Include purpose without context here. Award 4 marks for using content to just explain why introducing martial law. Award 5 marks if explains he does this to make people trust him over the introduction of martial law. **Level 3 Explains the context of the second half of December 1981 as reason for announcement OR Level 4 or 5 with no context at all 3** **Level 2 Conveying surface information in the source as reason for announcement OR Describes the context or message but not used as reason for announcement 2** **Level 1 Paraphrase/copying of the source 1** **Level 0 No evidence submitted or response does not address the question 0**	**8**
6	**Study all the sources. How far do these sources provide convincing evidence that Jaruzelski was in control in Poland? 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. **Agree (✔): A, B, F, G** **Disagree (*x*): B, C, D, E, F, G** **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**	**12**

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