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

**HISTORY** **0470/23**

Paper 2 **October/November 2018**

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 October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This syllabus is approved 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:<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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| Question | Answer | Marks |
|---|---|---|
| **19th Century topic** | | |
| 1 | **Study Source A. What impressions does this source give of the foreign powers? Explain your answer using details of the source.** | **6** |
| | **Level 4 More than one valid supported inference** **6**<br><br>Note: If only gives inferences about individual countries – max. 3 marks | |
| | **Level 3 One valid supported inference** **4–5** | |
| | **Level 2 Makes inferences – not supported** **2–3** | |
| | **Level 1 Describes the source – no impressions (inferences)** **1** | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Study Sources B and C. How far does Source C support Source B? Explain your answer using details of the source and your knowledge.** | **8** |
| | **Level 5 Evaluates either Source B or C to answer the question 7–8** | |
| | **Level 4 Answers based on agreements and disagreements 6** | |
| | **Level 3 Answers based on agreements or disagreements 3–5** | |
| | **Level 2 Undeveloped use of provenance 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 |
|---|---|---|
| 3 | **Study Sources D and E. How surprising does Source D make Source E? 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 E but no valid use of Source D** **6** | |
| | **Level 3 Answers based on agreements/disagreements** **4–5** | |
| | **Level 2 Answers based on undeveloped provenance** **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 Sources F and G. How far do these two sources agree? Explain your answer using details of the source and your knowledge.** | **8** |
| | **Level 5 Compares big message** **7–8**<br>In F the Westerners are justified in intervening in China, while in G they are not | |
| | **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** **2**<br>**OR**<br>**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 |
|---|---|---|
| 5 | **Study Source H. How far do you believe what the British officer wrote? Explain your answer using details of the source and your knowledge.** | **8** |
| | **Level 5 Matches and mismatches with other sources and contextual knowledge 7–8** | |
| | **Level 4 Matches or mismatches with other sources or contextual knowledge 4–6** | |
| | **Level 3 Assertions based on everyday empathy 3** | |
| | **Level 2 Valid analysis of source but fails to state whether believes 2** | |
| | **Level 1 Writes about source 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 all the sources. How far do these sources provide convincing evidence that foreign intervention in China was justified? 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 × for each source use rejecting the statement.<br><br>✓ C, D, E, F<br>× A, B, C, G, 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** | |

| Question | Answer | Marks |
|---|---|---|
| **20th Century topic** | | |
| 1 | **Study Source A. What impressions does this source give of the Non-Intervention Committee? Explain your answer using details of the source.** | **6** |
| | **Level 5 More than one valid supported inference** **6** | |
| | **Level 4 One valid supported inference** **5**<br>There must be an explicit move to use evidence as support | |
| | **Level 3 Makes inferences – not supported** **3–4** | |
| | **Level 2 Uses surface information about the relationship – no inferences** **2** | |
| | **Level 1 Copies or paraphrases the source – not about the Non-Intervention Committee** **1** | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Study Sources B and C. Does Source C prove that Chamberlain (Source B) was wrong? 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**<br>e.g. In B Chamberlain was justifying the work of the Non-Intervention Committee | |
| | **Level 4 Evaluates B but no valid use of C** **5** | |
| | **Level 3 Answers based on agreements/disagreements** **3–4**<br>e.g. B claims non-intervention has been a success, C does not | |
| | **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 D. Why was this cartoon published at this time? Explain your answer using details of the sources and your knowledge.** | **8** |
| | **Level 7 Explains purpose in context of 1938** **8** | |
| | **Level 6 Explains the purpose of the cartoon (must have intended impact on audience)** **7** | |
| | **Level 5 Explains the big message** **6**<br>Criticising Britain for not doing anything about intervention | |
| | **Level 4 Explains a valid sub-message** **4–5**<br>Britain wilfully ignoring intervention – award 5 marks for this<br>Italy was intervening in the war<br>Britain was not intervening | |
| | **Level 3 Explains context only – fails to explain message or purpose of source** **3** | |
| | **Level 2 Misreadings of the source** **2**<br>Britain was ignorant of intervention<br>**OR**<br>**Level 2 Interprets cartoon or describes the context – but not used as a reason for publication** | |
| | **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 |
|---|---|---|
| 4 | **Study Sources E and F. Does Source F make Source E surprising? Explain your answer using details of the source 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 E but no valid use of F** **6** | |
| | **Level 3 Answers based on agreements/disagreements** **3–5** | |
| | **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 |
|---|---|---|
| 5 | **Study Source G. 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** **8**<br>Criticising Britain for wilfully ignoring German and Italian involvement – must be explicit about criticism | |
| | **Level 4 Explains big message** **6–7**<br>Britain was deliberately ignoring Italian and German involvement in Spain | |
| | **Level 3 Sub-message explained** **3–5** | |
| | **Level 2 Plausible misinterpretations** **2**<br>Britain and France did not know about German and Italian involvement | |
| | **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 |
|---|---|---|
| 6 | **Study all the sources. How far do these sources provide convincing evidence that Hitler was successful in hiding extent of German involvement in Spain? 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 × for each source use rejecting the statement.<br><br>✓(A), (B), D, F, G<br>× A, B, C, D, E, 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** | |