Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/21**

Paper 2 **October/November 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 October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This syllabus is regulated 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.

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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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 **7** A argues he was significant to Italian unification / he was a successful figure, while in B he was not	
	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 **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**	

Question	Answer	Marks
2	**Study Sources C and D. Why did Mazzini publish Source D in 1861? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Contextual explanation of why he is keen to rebut Source C in 1861 in particular **8**	
	Level 5 Contextual explanation of why he wants to rebut Source C **7**	
	Level 4 Explains that D was published to rebut Source C – no context, answers limited to content of sources **5–6**	
	Level 3 Answers limited to Source D – but a reason for publication is given **3–4** OR Explains the context of 1861 as the reason but no reference to C	
	Level 2 Misreadings of the source(s) or a valid answer that fails to address why published **2**	
	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 Source E. Do you trust Garibaldi's account? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Cross-references to other sources or to contextual knowledge to evaluate Garibaldi's claims about himself of Mazzini **7–8**	
	Level 5 Answers limited to Source E – saying whether they trust Garibaldi about himself or Mazzini based on recognition of purpose **5–6**	
	Level 4 Identifies what in E can be trusted or not about Garibaldi or Mazzini **4**	
	Level 3 Undeveloped use of provenance **3**	
	Level 2 Analyses source without stating if Garibaldi is trusted **2**	
	Level 1 Unsupported assertions **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4	**Study Sources F and G. Does Source G make Source F surprising? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Compares the sources and evaluates one of them **7–8**	
	Level 4 Answers based on disagreements **5–6**	
	Level 3 Answers based on use of F but no valid use of G **3–4**	
	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
5	**Study Source H. How useful is Source H as evidence about Mazzini? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Answers that explain significance of him being honoured so many years later and what this tells us **6–7**	
	Level 5 It is useful – it shows he was important because he is on a stamp. **5**	
	Level 4 Useful because of the impression it gives of Mazzini **4**	
	Level 3 Rejects the source because of what it does not tell us Must say what is missing. **3**	
	Level 2 Not useful because it is just a stamp **2**	
	Level 1 Unsupported assertions/Describes the stamp **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that Mazzini helped Italian unification? 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 ✓ in the margin for each source use in support of the statement and a × for each source use rejecting the statement. ✓: A, (B), C, G, H ×: B, C, D, E, F	
	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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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** They both think Iraq had a good case but B has less sympathy for what Iraq actually did	
	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 **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**	

Question	Answer	Marks
2	**Study Sources C and D. How far does Source D prove Saddam's claims in Source C? 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 C but no valid use of D **7**	
	Level 4 Both types of Level 3 **5–6**	
	Level 3 Answers based on agreements or disagreements **3–4** Disagreements are either C says to make Iraq live in famine, D says to protect frontier or royal family OR C claims Iraq is being threatened while D says Kuwait is being protected	
	Level 2 Answers based on undeveloped provenance **2**	
	Level 1 Writes about the sources but no valid response **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. How useful is this source to a historian studying the crisis over Kuwait? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Answers based on developed evaluation in context to accept the source **8**	
	Level 5 Argues that Source E is useful as evidence that the US was at least partly responsible for Iraq invading OR that the source is useful for helping us understand why Saddam misunderstood American intentions **7**	
	Level 4 Answers that check whether Source E is factually correct e.g. the US did later support Kuwait **5–6**	
	Level 3 Explains how the source is useful for what it tells us about the crisis **3–4** OR Explains how it is not useful because of something relevant that is not mentioned in the source e.g. the provenance tells us something has been left out of the source	
	Level 2 Answers based on undeveloped use of provenance **2**	
	Level 1 Unsupported assertions/copies or paraphrases the source **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4	**Study Source F. Why did President Bush make this speech on 8 August 1990? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Explains a valid purpose for making the speech **7–8** Do not allow – to persuade people to join the multi-national force or the US army.	
	Level 4 Explains message of Source F as a reason for the speech **5–6** Only award 6 marks if gets to justification.	
	Level 3 Context given as the reason but no use of content of source **3–4** (Note: The context may be mentioned in the source but it is expressed in answers as a contextual reason.)	
	Level 2 Context or message given but not given as a reason **2**	
	Level 1 Unsupported assertions/or copies or paraphrases source with no purpose **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5	**Study Sources G and H. How similar are the messages of these two cartoons? Explain your answer using details of the sources and your knowledge.**	**7**
	Level 5 Comparison of big message G blames Saddam for wanting the oil, H blames Bush for wanting the oil. **7**	
	Level 4 Compares sub-messages e.g. They agree that the crisis was over oil, G criticises the UN while H criticises Bush. **5–6**	
	Level 3 Interprets one or both cartoons – no comparison **3–4**	
	Level 2 Misinterpretation(s) or explains what the cartoons are about **2**	
	Level 1 Describes cartoons – no interpretations **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that Iraq was to blame for the crisis over Kuwait? 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 ✓ in the margin for each source use in support of the statement and a × for each source use rejecting the statement. ✓: A, B, D, E, F, G ×: A, B, C, D, E, 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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