Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/22**

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** i.e. that Garibaldi is the most important figure in Italian Unification in Source A, whilst Cavour is the most important in Source B.	
	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** OR Level 2 States that the sources are about the same subject 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 Source C. Why was this source published in June 1860? Explain your answer using details of the source and your knowledge.**	8
	Level 7 Reason based on purpose in context of late June 1860 **8** i.e. Garibaldi's invasion of the mainland from Sicily	
	Level 6 Reason based on the purpose of the cartoon **7** (Must have intended impact on audience.)	
	Level 5 Reason based on the Big Message **6** i.e. that Garibaldi's liberation of Sicily and defeat of Ferdinand is a good thing	
	Level 4 Reason based on valid sub-message(s) **4–5**	
	Level 3 Reason given based on context **3**	
	Level 2 Interprets cartoon or describes the context – but not used as a reason for publication **2**	
	Level 1 Surface descriptions of 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
3	**Study Sources D and E. How far does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.**		**8**
	Level 7 Comparison of content for surprised or not surprised, plus evaluates either source to reach conclusion	**8**	
	Level 6 Surprised or not, explained by evaluation of Source E i.e. no reference to Source D	**7**	
	Level 5 Comparison of content to explain surprised AND Not surprised	**6**	
	Level 4 Comparison of content to explain surprised OR Not surprised	**4–5**	
	Level 3 Generalised valid reasons for surprised or not	**3**	
	Level 2 Identifies what is/is not surprising in Source E, but no explanation	**2**	
	Level 1 Writes about sources, no valid point on surprise	**1**	
	Level 0 No evidence submitted or response does not address the question	**0**	

Question	Answer		Marks
4	**Study Sources F and G. How similar are the opinions of these two cartoonists about the unification of Italy? Explain your answer using details of the sources and your knowledge.**		**8**
	Level 5 Comparison of Big Message i.e. In Source F Garibaldi is the most important figure in Italian unification, but in Source G Garibaldi and Cavour have equal importance/are equal partners	**7–8**	
	Level 4 Comparison of sub-message(s)	**4–6**	
	Level 3 Valid interpretation, but no valid comparison of message	**3**	
	Level 2 Misinterpretations	**2**	
	Level 1 Describes surface features, no interpretation	**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 to a historian studying the process of Italian unification? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Useful because it is from Naples – explains what can therefore be inferred about discontent in the South **7**	
	Level 5 Not useful because unreliable – explained through evaluation of its Neapolitan origin **6**	
	Level 4 Useful because reliable – uses cross-reference to explain **5**	
	Level 3 Useful for the information provided by Source H **3–4**	
	Level 2 Answers based on undeveloped use of provenance **2**	
	Level 1 Unsupported assertions or answers that fail to address utility **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 Italian unification was brought about by Piedmont?**	**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 mark 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, E, F, G, H ×: A, (B), C, 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**	

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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** i.e. In Source A the revolution has not been defeated/there's still hope, but in Source B it has been defeated (In A the two wings of the revolution can get along, in B the reactionaries crush the liberals)	
	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** OR Level 2 States that the sources are about the same subject 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 similar are the messages of these two cartoons? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Comparison of critical messages about the Shah in relation to events of 1978–1979 **8** i.e. L5 plus that it was a good idea to get rid of the Shah	
	Level 5 Comparison of critical message(s) about the Shah **6–7**	
	Level 4 Comparison of sub-message(s) **4–5**	
	Level 3 Valid interpretation of one/both cartoons – but no valid comparison **3**	
	Level 2 Misinterpretations **2**	
	Level 1 Describes surface features – no interpretation **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 make Source F surprising? Explain your answer using details of the sources and your knowledge.**		**8**
	Level 7 Comparison of content for surprised OR Not surprised Plus evaluates either source to reach conclusion	**8**	
	Level 6 Surprised or not, explained by evaluation of Source F i.e. no reference to Source E	**7**	
	Level 5 Comparison of content to explain surprised AND Not surprised	**6**	
	Level 4 Comparison of content to explain surprised OR Not surprised	**4–5**	
	Level 3 Generalised valid reason(s) for surprised/not surprised	**3**	
	Level 2 Identifies what is/is not surprising, but no explanation of why	**2**	
	Level 1 Writes about sources, no valid point on surprise	**1**	
	Level 0 No evidence submitted or response does not address the question	**0**	

Question	Answer		Marks
4	**Study Source G. Why did Khomeini make this speech late in 1979? Explain your answer using details of the source and your knowledge.**		**8**
	Level 7 Reason(s) based on purpose in the specific context of late 1979	**8**	
	Level 6 Reason(s) based on the purpose of the speech i.e. must have intended impact on audience	**7**	
	Level 5 Reason based on the Big Message i.e. to tell people that it was Islam that created the Revolution	**5–6**	
	Level 4 Reason(s) based on valid sub-message(s)	**4**	
	Level 3 Reason based on context i.e. because of events of the Revolution and its aftermath	**3**	
	Level 2 Plausible context or interpretation of source, but no reason given	**2**	
	Level 1 Surface descriptions of 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. Do you believe this source? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Evaluates Source H based on purpose in context **7**	
	Level 5 Cross-references to show that Source H cannot be believed **5–6**	
	Level 4 Cross-references to show that Source H can be believed **4**	
	Level 3 No, because source content is so negative that you can't believe it **3**	
	Level 2 Undeveloped use of provenance **2**	
	Level 1 Unsupported assertions **1** OR Level 1 Analyses source without stating if H is believed	
	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 Khomeini was important to the Iranian Revolution? 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, F, G, H ×: (B), C, D, E	
	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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