Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/22**

Paper 2 **October/November 2020**

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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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[Turn over

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 Source A.** **What impressions of John Brown does this source give? Explain your answer using details of the source.**	**7**
	Level 4 **7** More than one valid supported inference	
	Level 3 **5–6** One valid supported inference	
	Level 2 **3–4** Makes inferences – not supported Inferences can be pro- or anti-Brown	
	Level 1 **1–2** Uses surface information – no inferences	
	Level 0 **0** No evidence submitted or response does not address the question	

Question	Answer	Marks
2	**Study Sources B and C.** **How far do these two sources agree? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 **7–8** Compares big messages i.e. on opinions of Brown: B is equivocal, C is critical	
	Level 4 **5–6** Agreement **AND** disagreement of detail or sub-messages	
	Level 3 **3–4** Agreement **OR** disagreement of detail or sub-messages	
	Level 2 **2** Identifies information that is in one source but not in the other or states that the sources are about the same subject **OR** Compares the provenance of the sources	
	Level 1 **1** Writes about the sources but makes no valid comparison	
	Level 0 **0** No evidence submitted or response does not address the question	

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Question	Answer	Marks
3	**Study Source D.** **Why was this print published at this time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 **8** Explains purpose in the context of the time Must relate to emancipation in 1863	
	Level 5 **7** Explains the purpose of the print (must have intended impact on audience)	
	Level 4 Explains the big message **6** i.e. Brown was a hero, who should not have been executed (must have both elements)	
	Level 3 **4–5** Explains context only – fails to explain message or purpose of print **OR** Explains a valid sub-message	
	Level 2 **2–3** Interprets print or describes the context – but not used as a reason for publication **OR** Misinterpretations	
	Level 1 **1** Surface descriptions of the print	
	Level 0 **0** No evidence submitted or response does not address the question	

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Question	Answer	Marks
4	**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 6 **8** Compares the sources and evaluates both	
	Level 5 **6–7** Compares the sources and evaluates one of them	
	Level 4 **5** Evaluates F but no valid use of Source E	
	Level 3 **3–4** Answers based on agreements/disagreements **OR** Surprised by F as a slaveowner is giving slaves weapons, unexplained	
	Level 2 **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	
	Level 1 **1** Writes about the sources but does not address the question	
	Level 0 **0** No evidence submitted or response does not address the question	

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Question	Answer	Marks
5	**Study Source G.** **How useful is this source to a historian studying the raid at Harpers Ferry? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 **7** Answers based on evaluation of Source G as evidence of the newspaper's purpose – to accept it as useful	
	Level 4 **5–6** Answers based on developed evaluation of Source G – to reject it as useful	
	Level 3 **3–4** Answers based on information in Source G	
	Level 2 **2** Answers based on undeveloped use of provenance	
	Level 1 **1** Unsupported assertions/writes about sources, no utility	
	Level 0 **0** No evidence submitted or response does not address the question	

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Question	Answer	Marks
6	**Study all the sources.** **How far do these sources provide convincing evidence that John Brown was a real threat to the South? Use the sources to explain your answer.**	**12**
	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. ✔: A C E F (G) ***x***: B D (E) G	
	Level 3 **7–10** Uses sources to support **AND** reject the statement	
	Level 2 **4–6** Uses sources to support **OR** reject the statement	
	Level 1 **1–3** No valid source use	
	Level 0 **0** No evidence submitted or response does not address the question	

Twentieth century topic

Question	Answer	Marks
1	**Study Source A.** **How far are you surprised by Source A? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 7: Not surprised because of Johnson's purpose, in the specific context of 1965 i.e. what he wants support for. **8**	
	Level 6: Uses contextual knowledge from 1965 or earlier to be surprised/not surprised **6–7**	
	Level 5: Uses contextual knowledge from after 1965 **OR** Matches/ mismatches to other sources to be surprised/not surprised **5**	
	Level 4: Assertions based on everyday empathy i.e. any valid reason that fails to reach a higher level **4**	
	Level 3: Valid analysis of the source but fails to state surprised/not surprised **3**	
	Level 2: Identifies what is/is not surprising, but no valid reason given **2**	
	Level 1: Writes about the source, but fails to address the question. **1**	
	Level 0: No evidence submitted or does not address the question **0**	

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Question	Answer	Marks
2	**Study Sources B and C.** **How far do these two cartoonists agree? Explain your answer using details of the sources and your knowledge.**	**7**
	Level 6: Compares Big Messages i.e. the cartoonists' opinions for/against US intervention **7**	
	Level 5: Agreement **AND** disagreement of sub-messages **6**	
	Level 4: Agreement **OR** disagreement of sub-messages **4–5**	
	Level 3: Valid interpretation of one/both cartoon(s), but no valid comparison **3**	
	Level 2: Identifies information that is in one source but not in the other **OR** States that the sources are about the same subject **OR** Compares the provenance of the sources **2**	
	Level 1: Misinterpretation(s) **OR** Writes about the sources with no valid comparison **1**	
	Level 0: No evidence submitted or does not address the question **0**	

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Question	Answer	Marks
3	**Study Source D.** **How useful is this source as evidence about American involvement in Vietnam? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6: Not useful, questions source as evidence because of McNamara's purpose i.e. to present himself as reasonable, to justify himself **7**	
	Level 5: Accepts source as useful evidence because he admits they got things wrong **6**	
	Level 4: Useful because believable/not useful because not believable, argued through cross-reference **5**	
	Level 3: Useful for content/information about events **3–4**	
	Level 2: Undeveloped provenance **OR** Not useful because of what it does not tell you about US involvement **2**	
	Level 1: Repeats/paraphrases what the source says **OR** Unsupported assertions **1**	
	Level 0: No evidence submitted or does not address the question **0**	

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Question	Answer	Marks
4	**Study Source E.** **Why was this cartoon published in May 1970? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6: Purpose explained in specific context of 1970 **8**	
	Level 5: Purpose explained i.e. must have the intended impact of the cartoon on the audience **7**	
	Level 4: Big Message explained i.e. pointless for US troops to be in Vietnam, troops should be withdrawn etc. **5–6**	
	Level 3: Context explained (but must at least be consistent with 1970, e.g. because the war was going badly by then) **OR** Sub-message explained **3–4**	
	Level 2: Misinterpretations of the cartoon **OR** Interprets cartoon/explains context, but not given as a reason **2**	
	Level 1: Descriptions of the cartoon **1**	
	Level 0: No evidence submitted or does not address the question **0**	

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Question	Answer		Marks
5	**Study Sources F and G.** **Does Source F prove Source G to be 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**	
	Level 4: Evaluates F and/or G, but no valid comparison	**5**	
	Level 3: Valid comparison(s) for agreement/disagreement	**3–4**	
	Level 2: Answers based on undeveloped provenance **OR** Identifies that F does/does not prove G wrong but no explanation **OR** Analyses the sources appropriately but fails to state whether F proves G wrong or not	**2**	
	Level 1: Writes about the sources, but does not address the question	**1**	
	Level 0: No evidence submitted or 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 the USA was right to get involved in Vietnam? Use the sources to explain your answer.**	**12**
	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. ✔: A B F ***x***: C D E G	
	Level 3: Uses the sources to support **AND** reject the statement **7–10**	
	Level 2: Uses the sources to support **OR** reject the statement **4–6**	
	Level 1: No valid source use **1–3**	
	Level 0: No evidence submitted or does not address the question **0**	

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