CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/22**

Paper 2 **October/November 2024**

MARK SCHEME

Maximum Mark: 40

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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 descriptions 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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Assessment objectives

AO1

An ability to recall, select, organise and deploy knowledge of the syllabus content.

AO3
An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

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Question	Answer	Marks
	OPTION A: NINETEENTH CENTURY TOPIC	
1(a)	**Study Sources A and B.** **How far do these two sources agree? Explain your answer using details of the sources.** **Level 5 (7 marks)** **Answers that compare the big messages of the two sources.** A – a coal fire igniting the magazine was responsible, B – impossible to say who/what caused the explosion. **Level 4 (5–6 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 3 (3–4 marks)** **Answers that compare agreement(s) OR disagreement(s).** Agreements include: US enquiry said it was a mine; there were two explosions; it was on 15 February; the explosions were heard throughout Havana; the Maine sank quickly; the Spanish enquiry said it was caused by a coal fire/ignition of the ship's magazine. Disagreements include: A says explosion was just before 10, B says shortly after 9.30 (this could be an agreement, but can't have both); 260 sailors died in A, 266 in B; in A the US enquiry implied Spain was responsible, in B it did not say who was responsible; A is sure it was not the Spanish, B is not sure; coal fire theory accepted at the time in A, greeted with outrage in B. Note: only credit one if there is comparison both of time and date **Level 2 (2 marks)** **Answers based on information that is in one source but not in the other OR** **Answers that compare the provenance of the sources.** **Level 1 (1 mark)** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	7

Question	Answer	Marks
1(b)	**Study Sources C and D.** **How far does Source C prove that the findings of the inquiry of the Navy Board (Source D) were correct? Explain your answer using details of the sources and your knowledge.** **Level 7 (8 marks)** **Answers that explain both sources imply the Spanish were guilty and evaluates at least one of the sources.** **Level 6 (7 marks)** **Answers that explain key agreement and evaluate at least one of the sources.** Evaluation in L6/L7 can be in terms of purpose/cross reference, or using internal evidence within C or D, e.g. hasty examination in C. **Level 5 (5–6 marks)** **Answers based on key agreement between the sources.** **Level 4 (4 marks)** **Answers based on comparison of less significant details.** **Level 3 (3 marks)** **Answers that explain things in D that C cannot prove/disprove** **OR** **Evaluates D by itself, no use of C.** **Level 2 (2 marks)** **Answers that compare the sources but fail to explain if D is correct** **OR** **Explains/identifies what was right/wrong in D but no valid explanation.** **Level 1 (1 marks)** **Answers that make assertions based on provenance.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(c)	**Study Source E.** **Why was this cartoon published on 16 February 1898? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Answers that explain the purpose of the cartoon in the context of events at the time.** **Level 5 (7 marks)** **Answers that explain the purpose of the cartoon.** **Level 4 (5–6 marks)** **Answers that explain the big message of the cartoon as a reason for publication** e.g. to blame the Spanish. **Level 3 (3–4 marks)** **Answers that explain the context of the cartoon as the reason for publication** **OR** **Answers that explain valid sub-message as a reason for publication** **OR** **Purpose but no valid audience.** **Level 2 (2 marks)** **Answers that explain purpose, message or the context but not used as a reason for publication.** **Level 1 (1 mark)** **Answers that provide a surface description of the cartoon.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(d)	**Study Source F.** **Has this source any use for a historian studying the sinking of the Maine? Explain your answer using details of the source and your knowledge.** **Level 7 (8 marks)** **Use as evidence about why the New York Times printed this letter.** **Level 6 (7 marks)** **Not useful because the New York Times was trying to implicate the Spanish in the sinking (purpose)** **OR** **Useful as evidence of how the US press represented the events.** **Level 5 (6 marks)** **Uses cross reference to evaluate the attempt to implicate the Spanish.** **Level 4 (5 marks)** **Useful because it implicates the Spanish in the sinking. Uses internal evidence in F to argue reliable and useful.** **Level 3 (3–4 marks)** **Useful because it implicates the Spanish in the sinking.** **Level 2 (2 marks)** **Assertions about usefulness based on provenance only** **OR** **Assertions about content not being useful.** **Level 1 (1 mark)** **Uses incidental details in Source C as evidence it is useful** **OR** **Answers in Levels 2–5 that fail to state if useful or not.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(e)	**Study all the sources.** **How far do these sources provide convincing evidence that the Maine was sunk by the Spanish? Use the sources to explain your answer.** Source use must be referenced by source letter, provenance or a quote. There must be use of source content and an explanation of how this supports/does not support the statement. **Level 4 (6–9 marks)** **Uses the sources to support AND reject the statement.** **Level 3 (3–5 marks)** **Uses the sources to support OR reject the statement.** Supporting: B, C, D, E, F Not supporting: A, B, D **Level 2 (2 marks)** **Uses the sources but fails to use them to test the statement.** **Level 1 (1 mark)** **Writes about the topic but no use of sources.** **Level 0 (0 marks)** **No creditable response.**	**9**

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Question	Answer	Marks
	OPTION B: TWENTIETH CENTURY TOPIC	
2(a)	**Study Sources A and B.** **How far do these two sources agree? Explain your answer using details of the sources.** **Level 4 (6–7 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 3 (3–5 marks)** **Answers that compare agreement(s) OR disagreement(s).** Agreements include: Soviet blockade failed/airlift succeeded; dispute was over currency; Soviet aim was to force West out of Berlin; airlift delivered 2.3 million tons of food. Date blockade started – can be an agreement or a disagreement but don't allow both. Disagreements include: A says rail links cut on 24 June, B says it was 23 June; A says the blockade was planned, B says it was not; A says the Allies were worried about the airlift, B says they were confident it would work (or West in trouble in A, comfortable in B or West in trouble in A, Stalin in trouble in B); A says blockade ended on 12 May, B says it was 11 May. **Level 2 (2 marks)** **Answers based on information that is in one source but not in the other OR** **Answers that compare the provenance of the sources.** **Level 1 (1 mark)** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	**7**

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Question	Answer	Marks
2(b)	**Study Source C.** **Why was this source published at this time? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Answers that explain the purpose of publishing the article in the context of the events at the time.** **Level 5 (7 marks)** **Answers that explain the purpose of the article as the reason for publication.** **Level 4 (5–6 marks)** **Answers that explain the big message of the article as the reason for publication.** i.e. that the West must stand up to the Russians or they will take over everywhere. **Level 3 (3–4 marks)** **Answers that explain the context as the reason for publication** **OR** **Answers that explain valid sub-message as a reason for publication.** **Level 2 (2 marks)** **Answers that explain the article, its purpose, the context but not used as a reason for publishing it.** **Level 1 (1 mark)** **Answers based on paraphrase/copying of the source** No understanding shown. **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(c)	**Study Sources D and E.** **How far would these two cartoonists have agreed about the crisis over Berlin? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Answers that compare the big messages (points of view) of the cartoonists**. In D the cartoonists are critical of the Allies for not standing up to the Soviets over Berlin more strongly, E is praising the Allies for bravely standing up to the Soviets. **Level 5 (6–7 marks)** **Answers that compare big messages of the cartoons without getting to the points of view of the cartoonists** In D the Allies (can allow just USA) are not standing up to the Soviets over Berlin, in E they are. **Level 4 (5 marks)** **Answers that compare sub-messages of the cartoons.** e.g. they agree that the Soviets are a threat **Level 3 (3–4 marks)** **Answers based on message/point of view of one of the cartoons** **OR** **On interpretation of both cartoons but no valid comparison.** **Level 2 (2 marks)** **Answers based on comparing the provenance of the sources** **OR** **Answers that make plausible misinterpretation of the sources.** **Level 1 (1 mark)** **Answers that compare surface details.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(d)	**Study Source F.** **Is this source surprising? Explain your answer using details of the source and your knowledge.** **Level 6 (7–8 marks)** **Answers that use cross reference or contextual knowledge to explain why it is surprising that an American would support the Allies pulling out of Berlin.** **Level 5 (6 marks)** **Answers that use cross reference or contextual knowledge to explain why it is surprising that an American would admit the negative features of F.** **Level 4 (4–5 marks)** **Answers that use cross reference or contextual knowledge to explain why some details about events are surprising/not surprising** e.g. air communications are in danger, the USSR had all the advantages. **OR** **Explains why surprised/not surprised that it is written by an American.** (i.e. with no cross reference to support) **Level 3 (3 marks)** **Answers that explain internal logic/lack of internal logic of Source F, so its conclusion is/is not surprising** **OR** **Generalised reasoning.** **Level 2 (2 marks)** **Answers based on undeveloped use of provenance** **OR** **Answers that identify what is surprising but no explanation.** **Level 1 (1 mark)** **Answers that analyse sources appropriately but fail to state whether source is surprising.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(e)	**Study all the sources.** **How far do these sources provide convincing evidence that when the blockade began the Western Allies had a good chance of defeating it? Use the sources to explain your answer.** Source use must be referenced by source letter, provenance or a quote. There must be use of source content and an explanation of how this supports/does not support the statement. **Level 4 (6–9 marks)** **Uses the sources to support AND reject the statement.** **Level 3 (3–5 marks)** **Uses the sources to support OR reject the statement.** Supporting: B, C, E Not supporting: A, D, F **Level 2 (2 marks)** **Uses the sources but fails to use them to test the statement.** **Level 1 (1 mark)** **Writes about the topic but no use of sources.** **Level 0 (0 marks)** **No creditable response.**	**9**

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