Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/21**

Paper 2 **May/June 2023**

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 May/June 2023 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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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: 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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Question	Answer	Marks
	19th century topic	
1	**Study Sources A and B.** **How similar are the views in these two sources? Explain your answer using details of the sources.**	**7**
	Level 4 Compares big messages of the two sources – they both think that imperialism is a good thing. Must have support, otherwise Level 3 **6–7**	
	Level 3 Explains agreements. **4–5**	
	Level 2 Identifies information that is in one source but is not in the other **OR** States that the sources are about the same subject (imperialism) **OR** compares the provenance of the sources. **2–3**	
	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 did the Kaiser make this speech at that time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose (must have intended impact on audience which can be wider than the recruits) in context. Must have a valid message – can be a sub-message. **8**	
	Level 5 Explains the purpose of the speech (must have intended impact on audience which can be wider than the recruits) Must have a valid message – can be a sub-message. **7**	
	Level 4 Explains the big message of the speech (Germany's future lies in expansion overseas through the navy. This is crucial for German industry/commerce. Must have all three elements) as a reason. **6**	
	Level 3 Explains context as a reason – fails to explain message or purpose of speech **OR** Explains a sub-message as a reason e.g. 'To tell everyone that he wants to protect German trade.' **3–5**	
	Level 2 Interprets speech or explains the context but not used as a reason for publication. **2**	
	Level 1 Answers based on random repeating of information from the speech. **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.** **Would these two artists have agreed about European imperialism? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Explains the overall agreement (imperialism as a good thing) but qualifies this with a difference, e.g. that E shows progress comes at a cost, whilst D does not. This must be explained as a qualification to the overall agreement. **8**	
	Level 4 Answers that explain agreements **AND** differences. **6-7**	
	Level 3 Answers that explain agreements **OR** differences. **4–5** Agreements include: Both sources present imperialism as a good thing; both show imperialism taking progress/civilisation to Africa; both show Cape to Cairo as extent/reach of imperialism. Differences include: D sees it being spread by developments like the telegraph, while E sees it as military conquest**;** D sees it as a personal/national triumph for Rhodes/Britain, while E sees it as a general good, defeating barbarism.	
	Level 2 Answers based on undeveloped provenance (includes both state from the Cape to Cairo). **2–3**	
	Level 1 Writes about the sources but does not get to grips with 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 Source F.** **Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Uses contextual knowledge of German attitudes towards imperialism to explain surprise or of events in South West Africa (genocide) to explain lack of surprise. **7**	
	Level 4 As for Level 3 but explains not surprised because the soldiers were old-hands who had seen it all or had come to understand the Africans. **6**	
	Level 3 Explains surprised that German soldiers show understanding of African viewpoint or that German soldiers imply criticism of German conduct (5) **OR** explains not surprised they are puzzled by the contradiction in German policy (4) OR explains surprise/not surprised on basis of everyday empathy (3). **3–5**	
	Level 2 Identifies what in the source is surprising but no explanation **OR** analyses the source relevantly but fails to state whether surprised or not **OR** answers that are based on being surprised/not surprised by incidental detail in the source. **2**	
	Level 1 Writes about the source but fails to get to grips with 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.** **How useful is this source to a historian studying imperialism? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 As for Level 5 but in addition explains how these attitudes must have been approved of at the time because they are regarded as useful for selling things. **8**	
	Level 5 Explains what the advertisement reveals about attitudes towards imperialism/other parts of the world and their peoples. **6-7**	
	Level 4 Uses contextual knowledge to explain how the claims of the source are false and therefore not useful e.g. explains mistreatment of native peoples or more selfish motives for imperialism. **5**	
	Level 3 Uncritical use of content of source as evidence about imperialism – it shows that imperialism brightened the dark corners of the earth, it spread civilisation. **4**	
	Level 2 Undeveloped use of provenance to reject/accept the source e.g. from the 1890s when there was much imperialism, it is an advert for soap so irrelevant **OR** uses source detail uncritically as relevant to imperialism e.g. drawing of native person, of trade and ships. **2–3**	
	Level 1 Unsupported assertions or writes about the source but fails to get to grips with 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 the main reason for European imperialism was to spread civilisation? 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 referenced 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. **Agree (✔): A B D E F G** **Disagree (x): A B C D F G**	
	Level 3 Uses sources to support and reject the statement. **7–10**	
	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 and B.** **How far do these two sources agree? Explain your answer using details of the sources.**	**7**
	Level 5 Compares opinions of the two authors for disagreement. This must be supported, valid disagreement on both sources. If unsupported, then Level 3. **7**	
	Level 4 Explains agreement and disagreements of details or sub-messages. **5–6**	
	Level 3 Explains agreement or disagreement of details or sub-messages. **3–4** Agreements include: Chamberlain/the British people wanted to avoid war; public supported/not many opposed Chamberlain at the time of Munich; memories of the First World War prevented Chamberlain from acting against Hitler/made people not want another war; Britain was not ready for war; Churchill denounced Munich. Disagreements include: A implies that the Second World War could not be avoided, B claims it could have been avoided; A says Chamberlain had no choice but to act as he did, B says that he had choices and could have acted earlier; A says that Munich was popular and Chamberlain popular, B says that people quickly turned against it and him; A implies Britain would have been defeated if it had gone to war earlier, B says that Germany could not have defeated it; Germany was prepared for war in A, not prepared in B.	
	Level 2 Identifies information that is in one source but is not in the other **OR** states that the sources are about the same subject **OR** compares the provenance of the sources. **2**	
	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 on 12 March 1936? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose (must have intended outcome of the impact on audience) in specific context. The purpose could be to encourage people to encourage the British government to take a firmer stand against Germany over the remilitarisation of the Rhineland. Must have a valid message – can be a sub-message. **8**	
	Level 5 Explains the purpose of the cartoon (must have intended outcome of the impact on audience) – e.g. to encourage people to pressurise the British government to take a firmer stand against Germany. Must have a valid message – can be a sub-message. **7**	
	Level 4 Explains the big message of the cartoon (criticising European leaders who claimed to stand together but when the Germans marched into the Rhineland they did nothing. The criticism must be explicit and include Rhineland) as a reason. **5–6**	
	Level 3 Explains context as a reason - fails to explain message or purpose of cartoon **OR** explains a sub-message as a reason e.g. European leaders were frightened to act against Germany. **3–4**	
	Level 2 Interprets cartoon or explains the context but not used as a reason for publication. **2**	
	Level 1 Answers based on surface reading or misinterpretation of the cartoon. **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.** **Does Source E mean that Duff Cooper need not have resigned? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Uses knowledge of the context to explain why the Agreement was a worthless piece of paper and Cooper still had good reason to resign **OR** uses knowledge of the argument that Chamberlain was buying much need time for military preparations and so Cooper need not have resigned. **8**	
	Level 5 Decides by evaluating Source E. e.g. Argues that Chamberlain was trying to sell the Agreement, therefore he could not be trusted. Therefore, Cooper still had good reason to resign. **7**	
	Level 4 Compares the sources to show difference, concludes Cooper should NOT resign. **5–6**	
	Level 3 Compares the sources to show difference, concludes that Cooper should resign. **3–4**	
	Level 2 Answers based on undeveloped provenance to assert that he did not know what Chamberlain was going to say **OR** analyses the source appropriately but fails to state whether or not Cooper still should have resigned **OR** decides whether or not he should have resigned based just on what one source says. **2**	
	Level 1 Writes about the sources but does not get to grips with 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 Source F.** **Do you find this source surprising? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Not surprised that it was reported in this way, as it was a true reflection of public opinion at the time i.e. the media's representation of the events is not surprising. **7**	
	Level 4 Cross-reference/specific contextual knowledge used to argue surprised because Hitler had no intention of keeping to his word (not anachronistic) **OR** explains there were people like Cooper and Churchill who realised appeasement would not work so this report is surprising. **5–6**	
	Level 3 Surprised because the opinion of the newspaper was wrong – there was war (anachronistic) **OR** not surprised, using cross-reference to check details in Source F. **3–4**	
	Level 2 Gives a reason for surprised/not surprised, but no cross-reference/specific contextual knowledge used i.e. assertions, internal arguments, everyday empathy, generalised cross-references. **2**	
	Level 1 Analyses the source appropriately but fails to state whether surprised **OR** identifies what is surprising but no explanation **OR** undeveloped use of provenance to assert surprise/not surprised. **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 far would these two cartoonists have agreed? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Compares the points of view of the two cartoonists. Comparing opinions on Chamberlain = 8 marks, comparing opinions on appeasement = 7 marks. Must be supported from the cartoons or L3. **7–8**	
	Level 4 Comparison of big messages. (Big message: on whether or not Chamberlain/appeasement will succeed – in G this can be yes or no, in H it must be no. Must be supported. If unsupported, i.e. on both, then L3. NB: this makes unacceptable a comparison that both show success.) **5–6**	
	Level 3 Comparison of valid sub-messages. e.g. In both Chamberlain is trying to avoid war, there is a danger of war in both, Chamberlain is strong in G, but weak in H etc. **3–4**	
	Level 2 Valid interpretation of one or both sources but no valid comparison **OR** compares details but does not get as far as message **OR** compares provenance. **2**	
	Level 1 Surface description of sources **OR** misinterpretation of sources. These answers will not contain any valid interpretation of sources **OR** provenance of just one source. **1**	
	Level 0 No evidence submitted, or response does not address the question. **0**	

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Question	Answer	Marks
6	**Study <u>all</u> the sources.** **How far do these sources provide convincing evidence that appeasement was an error? 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 referenced 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. **Agree (✔): B C D G H** **Disagree (x): A E F G**	
	Level 3 Uses sources to support and reject the statement **7–10**	
	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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