Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/22**

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.

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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 far do these two sources agree? Explain your answer using details of the sources.**	**7**
	Level 5 Compares big messages of the two sources – A's overall argument is that **imperialism** was **mainly** bad for Africa, B's overall argument is that it was **mainly** good. Must have support, otherwise Level 3. **7**	
	Level 4 Explains agreement AND disagreement of details or sub-messages. **5–6**	
	Level 3 Explains agreement OR disagreement of details or sub-messages. **3–4** Agreements include: Benefits from education and medicine; railways were built; education helped Africans; the British fought slavery; cash crops were introduced/led to famine; Africans left their villages. Disagreements include: A says British indirect rule failed to benefit African leaders, B says they did; A says British rule/imperialism was harmful, in B it was beneficial; In A infrastructure like roads benefited Europeans, in B it benefited Africans; in A the boundaries created problems for new nations, in B they helped process of independence; In A British disrupted traditional culture, in B they tolerated it.	
	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**	

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Question	Answer	Marks
2	**Study Source C.** **How reliable is Source C as evidence about European imperialism? Explain your answer using details of the source and your knowledge.**	**7**
	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 soap. **7**	
	Level 5 Explains it is reliable because of what the advertisement reveals about attitudes towards imperialism/other parts of the world and their peoples. **6**	
	Level 4 Uses contextual knowledge to explain how the claims of the source are false and therefore cannot learn much e.g., explains mistreatment of native peoples or more selfish motives for imperialism. **4–5**	
	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. **3**	
	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 figure, of trade and ships. **2**	
	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
3	**Study Sources D and E.** **Is one of these sources more useful than the other to a historian studying colonial Africa? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Comparison for usefulness plus evaluation of at least one source e.g., Source D is posed and therefore likely to be giving a flattering impression of what the school is like. 7 for evaluation of one source, 8 for both. **7–8**	
	Level 4 Answers based on comparison based on inferences from the two sources. **5–6**	
	Level 3 Answers based on comparison of surface information in the two sources. **3–4**	
	Level 2 Answers based on undeveloped comparison of the provenances of the two sources e.g., 'Source D is more useful because it is a photograph and it shows you what was actually there, while Source E is someone's description', 'Source E is more useful because it is from the Chief Magistrate and he would know what was going on. Source D is just a photograph.' OR Explains why **only one** source is useful, does not compare or interpret other source. **2**	
	Level 1 Describes one or both sources but does not get to grips with the issue of usefulness. **1**	
	Level 0 No evidence submitted or response does not address the question. **0**	

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Question	Answer	Marks
4	**Study Sources F and G.** **How far does Source F make Source G surprising? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Compares the sources and evaluates both to explain whether G is surprising. Evaluation could be by considering purpose or by using contextual knowledge or cross reference. **8**	
	Level 5 Compares the sources and evaluates one to explain whether G is surprising. Evaluation could be by considering purpose or by using contextual knowledge or cross reference. **7**	
	Level 4 Only uses G and uses contextual knowledge/cross reference to explain whether it is surprising or not. **5–6**	
	Level 3 Compares the sources and uses disagreement to explain that G is surprising. **3–4**	
	Level 2 Answers based on undeveloped provenance OR analyses the sources appropriately but fails to state whether Source G is surprising OR identifies what is surprising/not surprising about G but no explanation. **2**	
	Level 1 Writes about the sources 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 H.** **Why was this source published in 1906? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose in context of how Leopold ran the Congo or of the international outcry of the time. Must have a valid message – can be a sub-message. Must have intended impact on audience. **8**	
	Level 5 Explains the purpose of the illustration (must have impact on audience in the answer) – e.g., to try to persuade governments/organisations to act against Leopold. **6–7**	
	Level 4 Explains the big message – the Africans were **not free** but were mistreated by Leopold on his rubber plantations. **5**	
	Level 3 Explains context of how Leopold ran the Congo or international outcry in early 1900s as a reason for publication. Does not explain message or purpose of the source OR explains a valid sub-message e.g., Africans worked on the rubber plantations, Africans were treated badly by Leopold, Africans were afraid of Leopold. **3–4**	
	Level 2 Interprets the source or describes the context – but not used as a reason for publication OR explains general context as a reason for publication. **2**	
	Level 1 Surface description of the source – no inferences/interpretations OR misinterprets the source. **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 imperialism had a beneficial impact on Africa? 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 C D E F** **Disagree (x): A B C E G H**	
	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 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 of the two sources – A argues that the vast majority of Austrians supported Anschluss/welcomed the Germans into their country, B argues that it is **not clear** if the majority of Austrians supported Anschluss/welcomed the Germans. **7**	
	Level 4 Explains agreement AND disagreement of details or sub-messages. **5–6**	
	Level 3 Explains agreement OR disagreement of details or sub-messages. **3–4** Agreements include: The German army marched into Austria on 12 March; the Germans did not have to fight/there was no resistance; some Austrians supported Anschluss/welcomed Germans; crowds greeted the Germans; there was a plebiscite; 99% of Austrians supported it in the plebiscite/wanted Anschluss; the Germans interfered with the plebiscite through propaganda and intimidation; crowds welcomed the Germans/newsreels show crowds supporting Germans; extent of opposition to Anschluss unknown; Jews were discriminated against in both sources. Disagreements include: A says the plebiscite was held in Austria and Germany, B implies it was just Austria; A claims the plebiscite result represented the true feelings of the Austrians, B questions this/A says Germans were welcomed, B says not everyone welcomed them or Austria was a victim or B describes Anschluss as an invasion, everyone **might** not have voted for it; in A the newsreels show Austrian support, B says they are misleading; A says 99.8% in favour, B 99%; A says Hitler had ambitions for Anschluss, B says no plans; A says Germans did not have to fight because they were welcomed, in B it is because Austrian army told not to resist.	
	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**	

Question	Answer	Marks
1	**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**	

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Question	Answer	Marks
2	**Study Source C.** **How useful is this source to a historian studying the Anschluss? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains it is useful because it shows the methods the Nazis used to create the impression they were welcomed by Austrians. **8**	
	Level 5 Uses contextual knowledge or cross reference to confirm/question the photograph being useful e.g., Source B says pictures of such crowds are misleading. **6–7**	
	Level 4 Suggests the photo looks to be staged by Nazis, therefore not useful. There must be some explanation as to why this would be done, otherwise Level 3. **5**	
	Level 3 Uncritical use of content of source as evidence about Anschluss e.g., It is useful because it shows girls welcoming the Germans OR Not useful because of a general qualification e.g., it does not show opponents to Anschluss or other groups in Austria, those in the photo are young and impressionable. Must do both for 4 marks. **3–4**	
	Level 2 Undeveloped use of provenance to reject/accept the source e.g., a photo from the time OR uses source detail uncritically (no inferences) e.g., It shows lots of people holding flags OR interprets source but does not address useful. **2**	
	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
3	**Study Sources D and E.** **How similar are the messages of the two cartoonists? Explain your answer using details of the sources and your knowledge.**	**7**
	Level 5 Compares the points of view of the two cartoonists – they are both criticising German actions over Anschluss OR D is criticising German actions over Anschluss, while E is criticising western leaders over Anschluss– must be supported from cartoons, otherwise Level 3. **7**	
	Level 4 Comparison of big messages - In D, Germany is controlling Austria to ensure it goes along with Anschluss, while in E the Germans are intimidating western statesmen into accepting Anschluss. NB The plebiscite was not until 10 April while Source D is from March. Therefore, D cannot be used as evidence about plebiscite. Source E can be used about western leaders or Austrians and plebiscite. **5–6**	
	Level 3 Comparison of valid sub-messages e.g., in D Germany is controlling Austria, in E it is intimidating western statesmen; in both Hitler is controlling events/intimidating people; Hitler is achieving Anschluss; Austrians have no choice. **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. **2**	
	Level 1 Surface description of sources OR misinterpretation of sources. These answers will not contain any valid interpretation of sources. **1**	
	Level 0 No evidence submitted or response does not address the question. **0**	

Question	Answer	Marks
4	**Study Sources F and G.** **After reading Source F, do you believe Hitler in Source G? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Compares the sources and evaluates one of them. Evaluation could be based on purpose or by cross-reference. Award 8 marks if both sources evaluated. Evaluates F to show G believable = 7 marks. **7–8**	
	Level 4 Evaluates either F or G to support a conclusion about believing Hitler, but no valid comparison. **6**	
	Level 3 Answers based on agreements/disagreements between the sources, showing that Hitler cannot be believed/lying e.g., In F Churchill says that the Nazis conquered Austria but Hitler claims that the Austrians welcomed him in. Maximum of 3 marks for answers based on agreements. **3–5**	
	Level 2 Answers based on undeveloped provenance e.g., different dates, election campaign OR **i**dentifies where they believe/don't believe Hitler but no valid explanation OR analyses/compares the sources appropriately but fails to state if they believe Hitler. **2**	
	Level 1 Unsupported assertions (no use of content) OR 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
5	**Study Source H.** **Are you surprised by this source? Explain your answer using details of the source and your own knowledge.**	**8**
	Level 6 Explains why **not surprised** by Chamberlain's purpose – to find an excuse for doing nothing. **7–8**	
	Level 5 Uses contextual knowledge/cross reference to explain **not surprised** by the fact that Chamberlain is not going to do anything. **6**	
	Level 4 Uses contextual knowledge/cross reference to explain why **surprised** Chamberlain has not done anything e.g., the Treaty of Versailles OR uses contextual knowledge/cross reference to explain why **surprised** that Chamberlain is claiming he has stood up to Germany. **4–5**	
	Level 3 Answers that give reasons based on everyday empathy (or general reasons) e.g., not surprised by Chamberlain as he was dealing was a very difficult situation. **3**	
	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. **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
6	**Study all the sources.** **How far do these sources provide convincing evidence that the Austrian people supported the Anschluss? 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 C G H** **Disagree (x): B D E F H**	
	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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