Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/23**

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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[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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19th 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 of the two sources – A's overall argument is that India mainly benefited from British rule, B says British rule was mainly disastrous for India. Must have support, otherwise 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: British banned traditional practices; Britain gave India the English language; Britain built the railways; the British brought democracy; the British extracted raw materials. Disagreements include: A says 1857 led to more democracy, B says it led to Hindus and Muslims being divided; A says the British educated the Indians, B disagrees; A says Indians were taught the English language, B says very few; A says Indian industry grew, B says it did not/declined; A says Indians benefited from the railways, B says they did not.	
	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. How useful is this source as evidence about the British in India? Explain your answer using details of the source and your knowledge.**	7
	Level 5 Explains how the source is useful as evidence of how Britain wants to represent the British in India OR how they themselves imagine the British in India. **7**	
	Level 4 Explains how the source is not useful because of its purpose. **6**	
	Level 3 Valid and supported impressions of the British in India (4) **OR** dismisses/accepts the source by using contextual knowledge/cross reference to dismiss/accept it as evidence. (5) **4–5**	
	Level 2 Valid unsupported impressions of the British in India **OR** dismisses the source because it is Christmas i.e., Christmas is unrepresentative of everyday life. **2–3**	
	Level 1 Answers based on description of surface details **OR** dismisses the source because it is from Britain, not India. **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 D prove that the views of the cartoonist (Source E) were wrong? Explain your answer using details of the sources and your knowledge.**	8
	Level 5 Compares the sources and evaluates one of them. Award 8 marks if both sources evaluated or if one source evaluated well. **7–8**	
	Level 4 Explains agreement **and** disagreement. **6**	
	Level 3 Answers based on disagreements about Victoria or India so wrong **OR** agreements about Victoria so not wrong. **3–5** Agreements about Victoria include: Splendid, worshipped, admired, loyal to her in D, in E looking in command, kneeling before her, looking to her for protection, protecting them from famine/death. Disagreements about Victoria include: Splendid, worshipped, admired, loyal to her in D, in E she is presiding over a disaster, the Empire is in dispute. Disagreements about India include: Prosperous in D, poverty, starving in E.	
	Level 2 Answers based on undeveloped provenance **OR** identify what is wrong but no explanation **OR** analyses the source appropriately but fails to state if the source is wrong. **2**	
	Level 1 Writes about the sources but does not get to grips with the question e.g. claims the two sources have got nothing to do with each other **OR** compares surface details. **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.**	**8**
	Level 6 Uses provenance in an informed way through cross reference or contextual knowledge to explain why surprised/not surprised. Relates who has written this to what he has written. **8**	
	Level 5 Cross references to other sources for contextual knowledge to explain why surprised **and** not surprised. **7**	
	Level 4 Cross references to other source(s) or contextual knowledge to explain why surprised **or** not surprised. **5–6**	
	Level 3 Uses the provenance to explain surprise/not surprised. **3–4**	
	Level 2 Identifies what is surprising but no explanation **OR** perfectly good explanations but never states whether surprised or not **OR** everyday empathy. **2**	
	Level 1 Unsupported assertions. **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. Why do these two sources disagree? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Uses provenance of sources (G written in 57 at the time of the rebellion and after EIC had got rid of practices such as thugs, H written by a social reformer and anti-imperialist). Must relate provenance to content. **7–8**	
	Level 4 Explains that they disagree about British rule because they are writing about different aspects of it – G is writing about bringing law and order and dealing with threats to it while H is about famine, taxation and decline of industry and drain of wealth. **5–6**	
	Level 3 Explains that other sources show how there are disagreements about British rule and so it is not surprising that these two sources disagree. **4**	
	Level 2 Undeveloped use of provenance **OR** explains how they disagree, rather than explaining why **OR** explains how they do not disagree (uses G and first part of H). **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**	

Question	Answer	Marks
6	**Study <u>all</u> the sources. How far do these sources provide convincing evidence that India and Indians benefited from British rule? 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 C D F G H** **Disagree (x): A B C 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**	

20th century topic

Question	Answer	Marks
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 big messages of the two sources – A's overall argument is that British policy was understandable, B is critical of the policy of the British government. Must have support, otherwise 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: British government did not want war/to use military action/took no military action/hoped to keep the peace; British public were sympathetic to the Germans; British government believed Britain too weak to take on Hitler; British government keen on Hitler's pact. Disagreements include: A says British government did try to persuade public about rearmament, B says it did not; A says British government did not trust Hitler, B says it did; A says France not interested in Rhineland, in B it is; A says France ruled out force, in B it has not; A says British government has a clear policy, in B it does not; A says the Rhineland was important to British government, in B it is not; A defends British policy, B criticises it.	
	Level 2 Identifies information that is in one source but is not in the other **OR s**tates 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 Sources C and D. How far would the photographer (Source C) have agreed with the cartoonist (Source D)? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Level 4 plus evaluates the photograph – uses details from the photograph to suggest what the photographer's motives might have been. **8**	
	Level 4 Explains how the photograph does not support the cartoon (must be the point of view of the photographer and the cartoonist). **5–7**	
	Level 3 Uses inferences to explain how the photographer supports/does not support the cartoon, e.g. troops being welcomed/not welcomed, Germany powerful, aggressive. **3–4**	
	Level 2 Undeveloped use of provenance/type of source **OR** compares surface features only with no interpretation **OR** makes valid interpretation of photograph/cartoon but fails to compare. **2**	
	Level 1 Answers based on misinterpretation of the photograph/cartoon. **1**	
	Level 0 No evidence submitted, or response does not address the question. **0**	

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Question	Answer	Marks
3	**Study Source E. How useful is this source to a historian studying the crisis over the Rhineland? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Explains that the source is useful as it is not a public document and therefore gives an insight into the real views of the British government. **7**	
	Level 5 Explains how this source explains why Hitler acted as he did (the appeasing attitude of the British government meant Hitler had the confidence to remilitarise) **OR** evaluates E through cross reference or contextual knowledge to argue useful/not useful e.g. French public were against military action. **6**	
	Level 4 Makes valid inferences about the British (Eden's) position/views about British actions. **5**	
	Level 3 Selects surface details/information related to the crisis to argue useful. **3–4**	
	Level 2 Undeveloped use of provenance of source **OR** explains what the source does not tell us, therefore not useful. **2**	
	Level 1 Copies or paraphrases parts of the source – no selection. **1**	
	Level 0 No evidence submitted, or response does not address the question. **0**	

Question	Answer	Marks
4	**Study Sources F and G. How far does Source G make Source F surprising? 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. **8**	
	Level 4 Evaluates either F or G to support a conclusion about surprised/not surprised but no valid comparison. **7**	
	Level 3 Explains surprise/not surprised based on disagreements or agreements. **4–6**	
	Level 2 Answers based on undeveloped provenance **OR** identifies what is/is not surprising but no explanation **OR** analyses the source appropriately but fails to state if F is surprising or not. **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
5	**Study Source H. Why do you think Flandin attended this meeting? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Both types of Level 5. **8**	
	Level 5 Makes a valid inference about his purpose from the content of H, i.e. to get the members of the meeting to create pressure on this topic **OR** explains he had to attend this meeting/call these people together as the British government is not listening to him/will not act/support him in the way he wants. **6–7**	
	Level 4 Infers a valid purpose supported from H (e.g. to get the British to act in support of France) **OR** answers based on the context (remilitarisation of the Rhineland and connected developments). **4–5**	
	Level 3 Explains Flandin's purpose but assumes he is speaking directly to the British government. **3**	
	Level 2 To say what he said – no purpose inferred from this – does little more than repeat what is in the source **OR** everyday empathy or common sense answers e.g. to hear what others had to say, to tell people his views. **2**	
	Level 1 Unsupported assertions **OR** Writes about the source but does not get to grips with the question. **1**	
	Level 0 No evidence submitted, or response does not address the question. **0**	

Question	Answer	Marks
6	**Study <u>all</u> the sources. How far do these sources provide convincing evidence that British policy over the Rhineland was justified? Use the sources to explain your answer.** 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 C E F** **Disagree (x): B D G H**	**12**
	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**	