CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/21**

Paper 2 **May/June 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 May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© Cambridge University Press & Assessment 2024 **[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 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.

© Cambridge University Press & Assessment 2024

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.

© Cambridge University Press & Assessment 2024

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 4 (7 marks)** **Overall summative judgement: answers that compare the big messages of the two sources.** A – Russia was the threat, the aggressor, B – it was Germany. Must be supported from the sources, or just treat as a disagreement. **Level 3 (5-6 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 2 (2–4 marks)** **Answers that compare agreement(s) OR disagreement(s).** Agreements include: Russia decided to mobilise on 29 July; Moltke was undermining Bethmann Hollweg; Moltke wanted war; Bethmann Hollweg did not. Disagreements include**:** A says 29 July for mobilisation, B says 30 July; A says no need for the mobilisation, B says Russia had little choice; A says Russia/Serbia in no danger, B says they were; A says Germany had reason to fear Russia, B says it did not; A says Russia wanted to expand in Europe, B says Germany did. **Level 1 (1 mark)** **Answers that attempt to compare the sources but make no valid comparison** **OR** **Answers based on information that is in one source but not in the other** **OR** **Answers that compare the provenance of the sources.** **Level 0 (0 marks)** **No creditable response.**	**7**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
1(b)	**Study Sources C and D.** **Does Source D mean that Sukhomlinov's account (Source C) cannot be trusted? Explain your answer using details of the sources and your knowledge.** **Level 6 (7–8 marks)** **Answers that explain disagreement between the sources and evaluate at least one of them.** **Level 5 (5-6 marks)** **Answers that explain the sources' disagreement about Russia's desire to go to war to conclude C cannot be trusted.** **Level 4 (4 marks)** **Answers that explain agreement between the sources to conclude C can be trusted.** e.g. Sukhomlinov did not want war. **Level 3 (3 marks)** **Answers that use contextual knowledge/cross reference to explain why Source C can/cannot be trusted BUT there is no relevant use of Source D.** **Level 2 (2 marks)** **Answers that compare/analyse the sources appropriately but fail to state whether C can be trusted** **OR** **Answers based on information that is in one source but not in the other** **OR** **Identifies what can/cannot be trusted but no explanation.** **Level 1 (1 mark)** **Answers that make assertions based on provenance** **OR** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	**8**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
1(c)	**Study Source E.** **What is the message of the cartoonist? Explain your answer using details of the source and your knowledge.** **Level 5 (7–8 marks)** **Explains the cartoonist's point of view.** The cartoonist is criticising Russia for e.g. interfering in Austria-Serbia war and turning it into a bigger war/wanting to exploit the situation. If unsupported, then L3. **Level 4 (5–6 marks)** **Explains the big message of the cartoon.** i.e. Russia aims to benefit from Austria-Serbia war but Germany will intervene. If unsupported, then L3. **Level 3 (3–4 marks)** **Explains valid sub-messages.** **Level 2 (2 marks)** **Plausible misinterpretations of the cartoon.** e.g. Russia is going to be harmed by the Austria-Serbia conflict. **Level 1 (1 mark)** **Surface descriptions of the cartoon.** **Level 0 (0 marks)** **No creditable response.**	**8**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
1(d)	**Study Source F.** **How useful is this source to a historian studying the events leading to the First World War? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Useful as evidence that Germany was trying to keep its allies/win over neutral countries/stop countries supporting the Allies.** **Level 5 (6–7 marks)** **Not useful: Uses purpose to reject the source as evidence about the events.** Source content must be used to explain purpose, or L3. **Level 4 (4–5 marks)** **Uses contextual knowledge/cross reference to reject or accept Source F's claims about events.** **Level 3 (3 marks)** **Accepts source as useful because it admits Germany's part in the development of the crisis** **OR** **Not useful because Germany will be biased towards Austria/against Russia because of its alliance.** **Level 2 (2 marks)** **Useful for information: Uncritical acceptance of details in the source.** Must say what they are. **Level 1 (1 mark)** **Undeveloped use of provenance** **OR** **Failure to address 'useful'** **OR** **Unsupported assertions.** **Level 0 (0 marks)** **No creditable response.**	**8**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
1(e)	**Study all the sources.** **How far do these sources provide convincing evidence that Russia was to blame for the First World War? 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: A, C, E, F Not supporting: A, B, D, E, 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**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
	OPTION B: TWENTIETH CENTURY TOPIC	
2(a)	**Study Sources A and B.** **How far do these sources agree? Explain your answer using details of the sources.** **Level 4 (7 marks)** **Overall summative judgement: answers that compare the big messages of the two sources.** They agree Tet was a defeat/setback for the Communists but A says it was a disaster for the USA back home, while B says it increased support/had no impact. N.B. Don't allow if just made as two separate points. **Level 3 (5–6 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 2 (2–4 marks)** **Answers that compare agreement(s) OR disagreement(s).** Agreements include: 84 000 Communist troops; civilians did not support Communists; Communists fared badly/Viet Cong seriously weakened; attacks were on urban areas; S Vietnam did not collapse; newspapers reported it as a defeat for US/newspapers misrepresented events. Disagreements include: A says 31 January, B 30 says January for the attack; A says total defeat for Communists, B says Communists had some success; A says reporting of Tet shattered morale, B says it increased support or had no impact. **Level 1 (1 mark)** **Answers based on information that is in one source but not in the other** **OR** **Answers that compare the provenance of the sources** **OR** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	**7**

Question	Answer	Marks
2(b)	**Study Source C.** **Why was this cartoon 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 the cartoon in the context of events at the time.** To put pressure on the government to withdraw from Vietnam. Answers must include a valid message and intended impact on audience. Context in L6 must be Tet. **Level 5 (7 marks)** **Answers that explain the purpose of the cartoon.** To put pressure on the government to withdraw from Vietnam. **Level 4 (5–6 marks)** **Answers that explain the big message of the cartoon as a reason for publication.** The US government is trying to claim Tet was a victory when it was not. i.e. not telling the truth about Tet, covering up, lying. Must be the government and how they represent Tet. **Level 3 (3–4 marks)** **Answers that explain context as a reason for publication** **OR** **Answers that explain a valid sub-message as a reason for publication.** **Level 2 (2 marks)** **Answers that interpret the cartoon or explain the context but not used as a reason for publication.** **Level 1 (1 mark)** **Answers that provide a surface description of the cartoon** **OR** **Answers that misinterpret the cartoon/give reasons that are invalid.** **Level 0 (0 marks)** **No creditable response.**	**8**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
2(c)	**Study Sources D and E.** **How far does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.** **Level 6 (7–8 marks)** **Answers that compare the sources for agreements/differences in views over the results of Tet and evaluate at least one of the sources.** Evaluation can be using purpose, cross reference or contextual knowledge to explain surprised/not surprised by Johnson in E. **Level 5 (6 marks)** **Explains that the Communist success in D makes Johnson's decision re. peace/nomination not surprising** **OR** **Communist failure in D makes Johnson's decision surprising.** **Level 4 (5 marks)** **Answers that compare the sources and use agreements/differences as a reason why Source E is not/ is surprising.** **Level 3 (3–4 marks)** **Answers that evaluate Source E to explain why it is/is not surprising (no relevant use of Source D)** **OR** **Surprised by the internal contradiction in Source E (3 marks).** **Level 2 (2 marks)** **Answers that compare/analyse the sources appropriately but fail to state whether Source E is surprising** **OR** **Answers that identify what is/is not surprising about Source E but no valid explanation.** **Level 1 (1 mark)** **Answers that make assertions based on provenance.** **Level 0 (0 marks)** **No creditable response.**	**8**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
2(d)	**Study Source F.** **How useful is this source to a historian studying the Tet Offensive? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Answers that use the source as evidence about how Westmoreland wanted people to perceive the events.** **Level 5 (6–7 marks)** **Not useful: evaluates the source to explain Westmoreland's purpose.** Source content must be used to explain purpose, or L3. **Level 4 (4–5 marks)** **Uses cross reference/contextual knowledge to check claims in Source F.** **Level 3 (3 marks)** **Not useful: explains why Westmoreland may not be reliable because he was fired OR because he was in charge in Vietnam so won't criticise the army/himself.** **Level 2 (2 marks)** **Useful for information.** i.e. uncritical acceptance of details in the source, must say what they are. **Level 1 (1 mark)** **Undeveloped use of provenance** **OR** **Failure to address 'useful'** **OR** **Unsupported assertions.** **Level 0 (0 marks)** **No creditable response.**	**8**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
2(e)	**Study all the sources.** **How far do these sources provide convincing evidence that the Tet Offensive failed? 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: A, B, D, E Not supporting: A, B, C, 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**

© Cambridge University Press & Assessment 2024