CAMBRIDGE
International Education

# Cambridge IGCSE™

**HISTORY** **0470/23**

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.

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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 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.**<br><br>**Does Source A make Source B surprising? Explain your answer using details of the sources and your knowledge.**<br><br>**Level 5 (7–8 marks)**<br>**Answers that compare the sources for differences and/or similarities and evaluate at least one of the sources.**<br><br>Award 8 marks if both similarities and differences are covered.<br>Evaluation can be in terms of purpose or using contextual knowledge/cross reference to explain there is no reason for being surprised.<br><br>**Level 4 (5–6 marks)**<br>**Answers that compare the sources for differences and/or similarities.**<br><br>Award 6 marks if both similarities and differences are covered.<br><br>**Level 3 (3–4 marks)**<br>**Answers that use contextual knowledge/cross reference to explain why Source B is/is not surprising BUT there is no relevant use of Source A.**<br><br>**Level 2 (2 marks)**<br>**Answers that compare/analyse the sources appropriately but fail to state whether Source B is surprising**<br>**OR**<br>**Answers based on information that is in one source but not in the other**<br>**OR**<br>**Identifies what is surprising but no explanation.**<br><br>**Level 1 (1 mark)**<br>**Answers that make assertions based on provenance**<br>**OR**<br>**Answers that attempt to compare the sources but make no valid comparison.**<br><br>**Level 0 (0 marks)**<br>**No creditable response.** | **8** |

| Question | Answer | Marks |
|---|---|---|
| 1(b) | **Study Source C.**<br><br>**Why did William II write this letter? Explain your answer using details of the source and your knowledge.**<br><br>**Level 6 (8 marks)**<br>**Answers that explain the purpose of his letter in the context of events at the time.**<br><br>To stop Germany going to war/avoid a war.<br>Context – declaration of war by Austria on Serbia on 28 July.<br><br>**Level 5 (6–7 marks)**<br>**Answers that explain the purpose of his letter.**<br><br>To stop Germany going to war/avoid a war.<br><br>**Level 4 (4–5 marks)**<br>**Answers that explain William's main message as the reason for writing the letter.**<br><br>To avoid war but also ensure that Serbia is punished.<br><br>**Level 3 (3 marks)**<br>**Answers that explain the context as the reason for writing the letter**<br>**OR**<br>**Answers that explain parts of Source C (sub-messages) as a reason for writing the letter.**<br><br>**Level 2 (2 marks)**<br>**Answers that explain William's ideas, their purpose, the context but not used as a reason for writing the letter.**<br><br>**Level 1 (1 mark)**<br>**Answers that provide a paraphrase of the letter.**<br><br>**Level 0 (0 marks)**<br>**No creditable response.** | **8** |

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| Question | Answer | Marks |
|---|---|---|
| 1(c) | **Study Source D.**<br><br>**How useful is Source D as evidence about the events leading to the assassination? Explain your answer using details of the source and your knowledge.**<br><br>**Level 5 (6–7 marks)**<br>**Answers that explain how the source is useful because it shows a member of the government wanted to direct the blame away from himself/the Serbian government.**<br><br>**Level 4 (4–5 marks)**<br>**Answers that evaluate the source and reach a conclusion about 'useful'.**<br><br>**Level 3 (3–4 marks)**<br>**Answers that explain it is useful because it tells us the government did what it could to stop the plot**<br>**OR**<br>**The frontier authorities were to blame as they didn't carry out instructions/got their instructions too late so couldn't do anything**<br>**OR**<br>**The plot was carried out by a secret Serbian organisation.**<br><br>**Level 2 (2 marks)**<br>**Answers that simply paraphrase parts of D and claim they are useful – no proper explanation.**<br><br>**Level 1 (1 mark)**<br>**Answers that make assertions based on provenance.**<br><br>**Level 0 (0 marks)**<br>**No creditable response.** | **7** |

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| Question | Answer | Marks |
|---|---|---|
| 1(d) | **Study Sources E and F.**<br><br>**How far would these two cartoonists have agreed? Explain your answer using details of the sources and your knowledge.**<br><br>**Level 6 (7–8 marks)**<br>**Answers that compare the points of view of the cartoonists.**<br><br>e.g. E is critical of the alliance, F is critical of all the involved countries.<br><br>**Level 5 (5–6 marks)**<br>**Answers that compare the big messages of the cartoons without getting to the points of view of the cartoonists.**<br><br>**Level 4 (4 marks)**<br>**Valid comparisons that fall short of the big messages.**<br><br>**Level 3 (3 marks)**<br>**Answers based on message/point of view of one of the cartoons or on interpretation of both cartoons but no valid comparison.**<br><br>**Level 2 (2 marks)**<br>**Answers that make plausible misinterpretation of the sources**<br>**OR**<br>**Answers based on comparing the provenance of the sources.**<br><br>**Level 1 (1 mark)**<br>**Answers that compare surface details.**<br><br>**Level 0 (0 marks)**<br>**No creditable response.** | **8** |

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| Question | Answer | Marks |
|---|---|---|
| 1(e) | **Study all the sources.**<br><br>**How far do these sources provide convincing evidence that Serbia was mainly to blame for the July Crisis of 1914? Use the sources to explain your answer.**<br><br>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.<br><br>**Level 4 (6–9 marks)**<br>**Uses the sources to support AND reject the statement.**<br><br>**Level 3 (3–5 marks)**<br>**Uses the sources to support OR reject the statement.**<br><br>Supporting: A, C, D, E<br><br>Not supporting: B, D, E, F<br><br>**Level 2 (2 marks)**<br>**Uses the sources but fails to use them to test the statement.**<br><br>**Level 1 (1 mark)**<br>**Writes about the topic but no use of sources.**<br><br>**Level 0 (0 marks)**<br>**No creditable response.** | **9** |

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| Question | Answer | Marks |
|---|---|---|
| | **OPTION B: TWENTIETH CENTURY TOPIC** | |
| 2(a) | **Study Sources A and B.**<br><br>**How far do these two sources agree? Explain your answer using details of the sources.**<br><br>**Level 4 (7 marks)**<br>**Answers that compare the big messages of the two sources.**<br><br>A - Vietnamisation could have been successful if given a chance, B - Vietnamisation was not successful. These must be stated as the **overall messages** of the two sources, otherwise treat as ordinary disagreement. Must be supported.<br><br>**Level 3 (5–6 marks)**<br>**Answers that compare agreement(s) AND disagreement(s).**<br><br>**Level 2 (2–4 marks)**<br>**Answers that compare agreement(s) OR disagreement(s).**<br><br>Agreements include: The size of the ARVN increased; the Communists launched an Easter Offensive; the soldiers of the ARVN were brave; US troops were withdrawn in 1972, the ARVN couldn't fight without US support; the withdrawal of the US caused the loss of the South; the ARVN was unable to keep the South; the South was not saved/lost; Communists attacked on 3 fronts.<br><br>Disagreements include: A says it was a new idea, B says it was not; in A Vietnamisation was successful against the Easter Offensive, B says it was not; A says the ARVN won because it increased in size and had US support, B says the Communists weakened themselves.<br><br>**Level 1 (1 mark)**<br>**Answers that attempt to compare the sources but make no valid comparison**<br>**OR**<br>**Answers based on information that is in one source but not in the other**<br>**OR**<br>**Answers that compare the provenance of the sources.**<br><br>**Level 0 (0 marks)**<br>**No creditable response.** | **7** |

| Question | Answer | Marks |
|---|---|---|
| 2(b) | **Study Source C.**<br><br>**Why did Nixon make this speech at this time? Explain your answer using details of the source and your knowledge.**<br><br>**Level 6 (8 marks)**<br>**Answers that explain the purpose of the speech in the context of events at the time.**<br><br>Purpose: To win support for this policy of Vietnamisation.<br>Context: Growing opposition to involvement in Vietnam in the US.<br><br>**Level 5 (7 marks)**<br>**Answers that explain the purpose of the speech.**<br><br>Purpose: To win support for this policy of Vietnamisation. (It must be about Vietnamisation, not win support for the withdrawal of troops.)<br><br>**Level 4 (6 marks)**<br>**Answers that explain the big message of the speech as a reason for making it.**<br><br>NB Nixon's plan for Vietnamisation is a success.<br><br>**Level 3 (3–5 marks)**<br>**Answers that explain the context as the reason for the speech**<br>**OR**<br>**Answers that explain valid sub-message as a reason for the speech.**<br><br>Award 5 marks for answers that state the US is withdrawing its troops but it's not a defeat/the US is ending participation without being humiliated.<br><br>**Level 2 (2 marks)**<br>**Answers that explain the speech, its purpose, the context but not used as a reason for making it.**<br><br>**Level 1 (1 mark)**<br>**Answers that provide a paraphrase of the speech.**<br><br>**Level 0 (0 marks)**<br>**No creditable response.** | **8** |

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| Question | Answer | Marks |
|---|---|---|
| 2(c) | **Study Sources D and E.**<br><br>**How far would these two cartoonists have agreed? Explain your answer using details of the sources and your knowledge.**<br><br>**Level 5 (7–8 marks)**<br>**Answers that compare the points of view of the cartoonists.**<br><br>Unsupported = L4.<br><br>**Level 4 (5–6 marks)**<br>**Answers that compare valid messages of the cartoons without getting to the points of view of the cartoonists.**<br><br>Unsupported = L3.<br><br>Award 5 marks if the answer recognises that both cartoonists are critical of something other than Vietnamisation.<br><br>**Level 3 (3–4 marks)**<br>**Answers based on message/point of view of one of the cartoons or an interpretation of both cartoons but no valid comparison.**<br><br>**Level 2 (2 marks)**<br>**Answers based on comparing the provenance of the sources**<br>**OR**<br>**Answers that make plausible misinterpretation of the sources.**<br><br>**Level 1 (1 mark)**<br>**Answers that compare surface details.**<br><br>**Level 0 (0 marks)**<br>**No creditable response.** | **8** |

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| Question | Answer | Marks |
|---|---|---|
| 2(d) | **Study Sources F and G.**<br><br>**How far does Source F prove that Source G is wrong? Explain your answer using details of the sources and your knowledge.**<br><br>**Level 5 (7–8 marks)**<br>**Answers that explain the sources' disagreement over the big point – who was successful in the Easter Offensive, and evaluate at least one of them.**<br><br>**Level 4 (5–6 marks)**<br>**Answers that explain the sources' disagreement over who was successful and conclude F does/does not prove G is wrong.**<br><br>**Level 3 (3–4 marks)**<br>**Answers that use contextual knowledge/cross reference to explain why Source G is right/wrong BUT there is no relevant use of Source F.**<br><br>**Level 2 (2 marks)**<br>**Answers that compare/analyse the sources appropriately but fail to state whether G is wrong**<br>**OR**<br>**Answers based on information that is in one source but not in the other**<br>**OR**<br>**Identifies what is right/wrong but no explanation.**<br><br>**Level 1 (1 mark)**<br>**Answers that make assertions based on provenance**<br>**OR**<br>**Answers that attempt to compare the sources but make no valid comparison.**<br><br>**Level 0 (0 marks)**<br>**No creditable response.** | **8** |

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| Question | Answer | Marks |
|---|---|---|
| 2(e) | **Study all the sources.**<br><br>**How far do these sources provide convincing evidence that Vietnamisation failed? Use the sources to explain your answer.**<br><br>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.<br><br>**Level 4 (6–9 marks)**<br>**Uses the sources to support AND reject the statement.**<br><br>**Level 3 (3–5 marks)**<br>**Uses the sources to support OR reject the statement.**<br><br>Supporting: A, B, D, E, F<br><br>Not supporting: A, C, G<br><br>**Level 2 (2 marks)**<br>**Uses the sources but fails to use them to test the statement.**<br><br>**Level 1 (1 mark)**<br>**Writes about the topic but no use of sources.**<br><br>**Level 0 (0 marks)**<br>**No creditable response.** | **9** |

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