Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/21**

Paper 2 **October/November 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 October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level 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 – both sources say that Germany tried to split the entente but failed and came out of the crisis badly. 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 crisis was started by France by sending troops/French troops were sent to Fez; Germany sent the Panther; there was tension between British and German navies; Germany wanted to split the Entente/Germany failed to split the Entente; France and Germany reached an agreement; the French position in Morocco was recognised; Germany was given some land in Africa/the Congo; Germany got the worst of the deal. Disagreements include: A says one gunboat sent, B says three; A says the crisis did not come close to causing war, B says it did; in A Britain knows what Germany is up to, in B it does 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. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Explains the point of view of the cartoonist – the cartoonist criticises both France and Germany – must be explained, otherwise L3. 7–8	
	Level 4 Explains the big message – both countries are risking war over Morocco. 5–6	
	Level 3 Explains sub-message(s) e.g., France and Germany are increasing the size of their navies, both countries claim to be wanting peace, large navies can bring war closer, both countries claim that large navies help keep peace. 3–4	
	Level 2 Plausible misinterpretations of cartoon. 2	
	Level 1 Surface description 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. How far does Source E make Source D surprising? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Compares the sources and then evaluates one/both of them to reach conclusion about surprise. Award 8 marks for one good evaluation, or for both evaluated. 7–8	
	Level 5 Only uses D. Uses contextual knowledge/cross reference to argue that D is/is not surprising e.g., explains why it is not surprising that these kinds of fears existed at this time. 6	
	Level 4 Answers based on disagreements about whether war was likely or whether Britain had anything to fear from Germany – so surprising. 4–5	
	Level 3 Uses everyday empathy to dismiss D as surprising because it is an absurd suggestion. 3	
	Level 2 Answers based on undeveloped provenance OR identifies what surprised by but no explanation OR analyses the source appropriately but fails to state if surprised 2	
	Level 1 Unsupported assertions or 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
4	**Study Source F. Why did Heydebrand make this speech at that time? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Explains purpose (must have intended impact on audience) in context (see notes on right). The purpose could be to persuade the German government to take a more aggressive position against Britain and France. Must have a valid message – can be a sub-message. 7	
	Level 5 Explains the purpose of the speech (must have intended impact on audience) – e.g., to persuade the German government to take a more aggressive stance towards Britain. Must have a valid message – can be a sub-message. 6	
	Level 4 Explains the big message (Britain was preventing Germany expanding its empire and becoming great. Germany had to stand up to Britain.) of the speech as a reason. 5	
	Level 3 Explains context as a reason – fails to explain message or purpose of the speech OR explains a sub-message as a reason e.g., Germany wants a large empire. 3–4	
	Level 2 Interprets source or explains the context but not used as a reason for publication. 2	
	Level 1 Answers based on copying/paraphrasing source. 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. Do you trust this account of the crisis over Morocco? Explain your answer using details of the source and your knowledge.**	**8**
	Level 7 Combines Levels 5 and 6 or 4 and 5 8	
	Level 6 Dismisses the account on the basis of Tirpitz's purpose e.g., written in 1919 to defend his reputation (must be based on G's overall message that he was not to blame) and needs to use either his forced resignation or the defeat in WW1. 7	
	Level 5 Uses contextual knowledge or cross-reference to test the overall message that Germany handled the whole episode badly. 5–6	
	Level 4 That fact that he was in charge and admits there were mistakes made must mean he is telling the truth. 4	
	Level 3 Uses contextual knowledge or cross-reference to test details in the source e.g., the sending of Panther, not making its intentions clear. 3	
	Level 2 Answers based on undeveloped use of provenance e.g., he was in charge so he would know what was happening; it was written years afterwards and he would have forgotten what happened. 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
6	**Study all the sources. How far do these sources provide convincing evidence that Europe was very close to war in 1911? 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 F G** **Disagree (*x*): A E 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	

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 4 Explains agreement and disagreement of details or sub-messages. 1 + 1 = 5 / 6, 1 + 2 = 7. 5–7	
	Level 3 Explains agreement or disagreement of details or sub-messages. 3–4 Agreements include: Khrushchev did not want himself or USSR to appear to be weak; the Soviets (allow 'they') were worried by Nagy; Soviets withdraw troops/Soviets withdrew troops temporarily; Soviets send tanks 4 November/Soviets re-introduced troops. Disagreements include: A says the Soviet decision was made over a number of days, while B says the Soviets suddenly changed their minds; A says Soviets main worry was that demands for independence would spread to Eastern Bloc/Soviet power in Eastern Europe would be undermined, B says it was extremists/counter-revolutionaries taking over; A says Soviet use of force inevitable, in B it is a surprise OR in A return of troops not a surprise, in B it was OR A defeat of revolution inevitable, B revolution on verge of success; In A Khrushchev worried by hardliners in Moscow/Nagy's announcements, in B he is worried about looking weak/being compared with what was happening in Suez.	
	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. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Explains the point of view of the cartoonist e.g., the cartoonist is criticising the UN for punishing Israel, Britain and France for Suez but letting the Soviets get away with suppressing Hungary. (As long as response has critical of UN, allow half of this example. No valid explanation = Level 3 / 3.) 7	
	Level 4 Explains the big message. (The UN is punishing/dealing with those involved in Suez, but the Soviets [Khrushchev] are getting away with suppressing Hungary.) 5–6	
	Level 3 Explains sub-message(s) e.g., Hungary has lost its freedom, Nasser is very pleased with events, the UN punished Israel, Britain and France. 3–4	
	Level 2 Interprets details of the cartoon e.g., the figure holding Hungary down represents Khrushchev. 2	
	Level 1 Answers based on surface reading OR misinterpretation of the cartoon e.g., order has been restored in Hungary. 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 far does Source E make Source D 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 D or E to support a conclusion about whether D is surprising, but no valid comparison. 7	
	Level 3 Answers based on agreements so not surprising (4), disagreements so surprising (5–6). 4–6 Agreements include: Khrushchev was concerned about the West benefiting from the events in Hungary; Khrushchev decides to use troops/not to withdraw troops; The Soviet Union will intervene in Hungary. Disagreements include: Khrushchev's main concern in D was the threat from counter-revolutionaries within Hungary/helping the working class, but in E he was most concerned about looking weak or the US going on the offensive.	
	Level 2 Answers based on undeveloped provenance (changed his mind, memoirs) OR identifies what is surprising but no explanation OR analyses the source appropriately but fails to state if D is surprising. 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 Sources F and G. How far would these two cartoonists have agreed about events in Hungary? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Compares the points of view of the two cartoonists – they disagree: F is against the Revolution because it is being led by dubious figures who are pretending they are for democracy and freedom, while G supports the Revolution and sees the Soviets as destroying freedom. 8	
	Level 4 Comparison of big messages (F - the Revolution is a sham, G - the Revolution is genuine). 7	
	Level 3 Comparison of valid sub-messages e.g., the Soviets are violent in G but not in F; the revolutionaries claim to be for freedom in both; the revolutionaries are dangerous in F but not in G; the Soviets are in control in both; the Hungarians are violent in F but it is the Soviets who are violent in G. 5–6	
	Level 2 Valid interpretation of one or both sources but no valid comparison (3–4). Compares details but does not get as far as message OR answers based on undeveloped use of provenance (2). 2–4	
	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	

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Question	Answer	Marks
5	**Study Source H. How useful is this source as evidence about the Hungarian revolution? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Evaluates Source H – e.g., Kovacs cannot be trusted because he is in a difficult situation and is trying to win support. Other approaches involve cross-reference to check his claims or informed questioning of whether he is telling the truth. 7–8	
	Level 4 Uses the source as evidence that the revolution was/was not led by counter - revolutionaries. This can be argued either way, as Kovacs could be seen by the Soviets as a counter- revolutionary. 5–6	
	Level 3 Uses the source as evidence about the revolution e.g., the Soviets were reverting to Stalinist methods. NB: these answers do not address the issue of counter-revolutionaries. 3–4	
	Level 2 Undeveloped use of provenance e.g., it is useful because Kovacs was involved in the events. 2	
	Level 1 Unsupported assertions OR writes about the source but does not get to grips with the question – fails to address ‘useful’. 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 Soviets used military force in Hungary in November 1956 to put down counter-revolution? 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 D F H** **Disagree (*x*): A B C D 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	