Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/22**

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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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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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 4 Explains agreement and disagreement of details or sub-messages. **5–7**	
	Level 3 Explains agreement or disagreement of details or sub-messages. **3–4**	
	Agreements include: Germany wanted to avoid fighting on two fronts; Germany planned to defeat France first; for Germany, mobilisation meant war; helping Belgium was popular in Britain; Britain went to war to uphold the 1839 Treaty; Britain had the right to intervene over Belgium. Disagreements include: A says mobilisation meant war, B says it did not; in A Britain did not go to war to aid France, in B it did; in A Britain did not go to war to stop Germany, in B it did; in A Britain went to war to aid Belgium, in B it did it to keep balance of power; Britain has a plan in A, no plan in B.	
	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 (events leading to WW1) 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 useful is this source to a historian studying why Britain went to war? Explain your answer using details of the source and your knowledge.** **Level 5** Explains that the purpose of the poster was to persuade men to join up and uses contextual knowledge / cross reference to explain why Belgium was useful for this purpose e.g., public opinion strongly sympathised with Belgium. Therefore, it might not be useful. **8** **Level 4** Uses contextual knowledge or cross reference to explain other reasons why Britain went to war – so not useful. **6–7** **Level 3** Infers that it tells us that Britain went to war to aid Belgium – must be supported by reference to the source. **4–5** **Level 2** Undeveloped use of provenance to reject the source e.g., it is from 1915 so cannot be useful about why Britain went to war / it's a recruiting poster, so it's not about why Britain went to war OR uses source details uncritically – e.g., it tells us Britain went to war to help women and children. **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**	**8**

Question	Answer	Marks
3	**Study Sources D and E. Does Source E prove that Grey was lying in Source D? Explain your answer using details of the sources and your knowledge.** **Level 5** Compares the sources and evaluates one of them. Evaluation could be based on purpose (Source E) Award 8 marks if both sources evaluated or if one source is evaluated well. **7–8** **Level 4** Evaluates either D or E to support a conclusion about Grey lying, but no valid comparison. **6** **Level 3** Answers based on how D proves E was wrong so D not lying OR answers using other disagreements, so D was lying. **3–5** Disagreements include: D says defeat of France will endanger Britain and so it will have to act, E says that there is no threat to Britain that will limit its freedom of action; D says Britain has treaty obligations to Belgium, E says Britain has no such treaty obligations; D says Britain will act because of Belgium, E says this is not the real reason; D says Britain will act because of Belgium, E says it is acting because it wants to make Germany weak. **Level 2** Answers based on undeveloped provenance e.g., different dates OR **i**dentifies where Grey is / is not lying but no explanation OR analyses the source appropriately but fails to state if Grey is lying. **2** **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**	**8**

Question	Answer	Marks
4	**Study Source F. Are you surprised by Source F? Explain your answer using details of the source and your knowledge.** **Level 6** Explains not surprised because Grey does not want Bertie to know what British policy actually was. **8** **Level 5** Explains not surprised because Grey did not want Bertie to give the French any false hopes. **7** **Level 4** Answers based on cross-reference / contextual knowledge to explain surprised / not surprised (checking of statements / claims in the source). Award 6 marks if does both. **4–6** **Level 3** Generalised, commonsense reasons for surprised / not surprised. These are valid reasons but fall short of specific cross-reference. **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** 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**	**8**

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Question	Answer	Marks
5	**Study Source G. Why was this postcard published in 1914? Explain your answer using details of the source and your knowledge.** **Level 6** Explains purpose (must have intended impact on audience) in context. Must have a valid message – can be a sub-message. **7** **Level 5** Explains the purpose of the postcard (must have intended impact on audience) e.g., to persuade the British government to treat Germany as a threat and prepare for war. Must have a valid message – can be a sub-message. OR to make fun of / mock the Kaiser – must be explained using the source. **6** **Level 4** Explains the big message (The Kaiser [Germany] has been trying to dominate/control/conquer Europe and will not rest until he [it] has done so) of the postcard as a reason. **4–5** **Level 3** Explains context as a reason – fails to explain message or purpose of postcard OR explains a sub-message as a reason e.g. 'The Kaiser wants to control Europe.' **3** **Level 2** Interprets cartoon OR explains the context but not used as a reason for publication. **2** **Level 1** Answers based on surface reading or misinterpretation of the cartoon. **1** **Level 0** No evidence submitted OR response does not address the question. **0**	**7**

Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that Britain went to war to keep its commitment to Belgium? 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 B C D F** **Disagree (*x*): A B D E F 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**	**12**

Question	Answer	Marks
1	**Study Source A and B. How far do these two sources agree? Explain your answer using details of the sources.** **Level 5** Compares different big messages of the two sources – A states that Ulbricht put pressure on Khrushchev to build a wall, but Khrushchev was reluctant. B states that neither Ulbricht or Khrushchev were keen at first but eventually came round to the idea. 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: East Germans were fleeing to the West/this was a problem for East Germany; the brain drain was a problem for East Germany; East Germany had economic problems; Ulbricht was worried about losing skilled workers to the West; Khrushchev was *at first* not keen on a wall; Khrushchev changed his mind about a wall; Ulbricht believed East Germans were being mistreated in the West; the construction of the Wall started on 13 August; the Wall was built to save the East German economy. Disagreements include: In A Ulbricht persuaded Khrushchev, in B Khrushchev persuaded Ulbricht; in A Ulbricht had long wanted a wall, in B he was not persuaded until after 15 June/had no intention of building a wall; in A Ulbricht thought East Germany's economic problems caused by the Soviets, in B he thought they were caused by the West; in A Khrushchev not keen on a wall, but in B he is eventually keen; in A Khrushchev makes the final decision, in B it's Ulbricht; in A Khruschev agrees to wall in June, in B he agrees in August; in A the main reason for a wall is relations with other communist powers, in B it's loss of young and educated; in A Khrushchev's motive for agreeing to the Wall is relationship with other communist powers, in B it's because of Kennedy's inexperience. **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**	**7**

Question	Answer	Marks
2	**Study Source C. Why was this cartoon published in August 1961? Explain your answer using details of the source and your knowledge.** **Level 6** Explains purpose (must have intended impact on audience) in context. Purpose could be to stop East Germans trying to go West. Must have a valid message – can be a sub-message. If not, then 7 marks. **8** **Level 5** Explains the purpose of the cartoon (must have intended impact on audience). Purpose could be to stop East Germans trying to go West. Must have a valid message – can be a sub-message. If not, then 6 marks. **7** **Level 4** Explains the big message (East Germans will be better off staying in the East, if they go West they will be exploited/maltreated) of the cartoon as a reason. **6** **Level 3** Explains context as a reason – fails to explain message or purpose of cartoon OR explains a sub-message as a reason e.g., Some Germans are fleeing to the West, some Germans are staying in the East, East Germany is a wonderful place to live in, the West is a dreadful place. **4–5** **Level 2** Interprets cartoon or explains the context but not used as a reason for publication. **2–3** **Level 1** Answers based on surface reading or misinterpretation of the cartoon. These answers will not contain any valid interpretation of sources. **1** **Level 0** No evidence submitted OR response does not address the question. **0**	**8**

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Question	Answer	Marks
3	**Study Sources D and E. How far do these two cartoonists agree? Explain your answer using details of the sources and your knowledge.** **Level 5** Compares the points of view of the two cartoonists – they are both criticising the Berlin Wall. Must be supported from the sources, or L3. **8** **Level 4** Comparison of big messages. For 7 marks they need to explain how each cartoonist makes this point. **6–7** **Level 3** Comparison of valid sub-messages e.g., Both cartoons show that East Germans did not want to stay in the East, they both show the Wall was difficult to cross. Both show authorities would use violence. Both show Wall kept East and West apart. **4–5** **Level 2** Valid interpretation of one or both sources but no valid comparison. **2–3** **Level 1** Surface description of sources OR provenance OR misinterpretation of sources OR compares details but does not get as far as message e.g., They agree that part of the Wall was barbed wire. These answers will not contain any valid interpretation of sources. **1** **Level 0** No evidence submitted OR response does not address the question. **0**	**8**

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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.** **Level 5** Compares the sources and evaluates one of them. Evaluation could be based on purpose but could also be based on cross reference / contextual knowledge. Award 8 marks if both sources are evaluated or if one source is evaluated well. **7–8** **Level 4** Evaluates either F or G to support a conclusion about whether G is surprising but no valid comparison. **6** **Level 3** Answers based on disagreements so surprising OR not surprised by G because Khrushchev has had time to see if the measures work OR not surprised by difference because of different situations in 1953 and 1961. **4–5** **Level 2** Answers based on undeveloped provenance e.g., Khrushchev writing in his memoirs OR **i**dentifies what is surprising about G but no explanation OR analyses the source appropriately but fails to state if G is surprising. **2–3** **Level 1** Unsupported assertions 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**	**8**

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Question	Answer	Marks
5	**Study Source H. How useful is this source to a historian studying the Berlin Wall? Explain your answer using details of the source and your own knowledge.** **Level 5** Explains how the source is useful as evidence about the West's reaction to the Wall and how it was used as anti-communist propaganda. **7** **Level 4** Dismisses the source as useful because it is biased – it is produced by the British government and clearly has a political purpose. **5–6** **Level 3** Uses the source as evidence about the Berlin Wall e.g., its purpose was to stop East Germans fleeing West, it is made of barbed wire, refugees cross it to reach freedom. If confirmed by cross-reference, then award 4 marks. **3–4** **Level 2** Undeveloped use of provenance e.g., it was produced at the time of the building of the Wall so useful OR random use of information in H not focused on the Berlin Wall. **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**	**7**

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Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that the Berlin Wall was built to protect East Germans? 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 B C G** **Disagree (*x*): A 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**	**12**

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