Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/23**

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.

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 claims Austria was to blame for war, B claims Serbia was mainly responsible. 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: Austria saw Serbia/Serb nationalists as a threat; Austria over-reacted to the assassination; the ultimatum threatened Serbian sovereignty; Serbs want the Austrians out of Bosnia; Serbia didn't agree to all of the terms of the ultimatum. Disagreements include: A claims the Serb government was not linked to the assassination, B says it was; A claims Serbia did not want war, B says it was planning war; A says Serbia accepted all of Austria's demands, B says it rejected most of them; A says Russia interfered in Serbia's reply, B says it 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	

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Question	Answer	Marks
2	**Study Source C. Why was this cartoon published in July 1914? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose (must have intended impact on audience) in context. Must have a valid message – can be a sub-message 8	
	Level 5 Explains the purpose of the cartoon (must have intended impact on audience) – to put pressure on the Austrian government to take firm action against Serbia, get Austrians to support war against Serbia, encourage Austrian hatred of Serbs. Must have a valid message – can be a sub-message 7	
	Level 4 Explains the big message (Austria should destroy Serbia because it was behind the assassination [or involved in terrorism]. Both parts needed) 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., Austria should destroy Serbia, Serbia was involved in the assassination, Serbians are terrorists OR explains purpose without a valid message. 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 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 D make Source E surprising? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Compares the sources and evaluates one of them. Evaluation will probably be based on purpose. Award 8 marks if both sources evaluated or if one source evaluated well. 7–8	
	Level 4 Evaluates either D or E to support a conclusion about 'surprising', but no valid comparison. 5–6	
	Level 3 Answers based on disagreements so surprising OR states a valid reason for something in E being surprising, e.g., that an ally of Austria would consider their demands excessive. 3–4 Disagreements include: D is claiming that Austria has been forced to take action because the assassination was planned in Serbia and because Serbia has done nothing to stop terrorist groups acting against Austria. E claims that Austria did not have to act in such a dangerous way; D claims that Austria's actions are reasonable, E says they are excessive; D claims all civilised nations will agree with Austria, E says that they will sympathise with Serbia; D says Austria is acting to keep the peace, E says that Austria's action risks war.	
	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 sources 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
4	**Study Source F. How useful is this source to a historian studying the assassination of Franz Ferdinand? Explain your answer using details of the source and your knowledge**	**8**
	Level 5 Explains how its publication by Austria is useful evidence. It shows that Austria was trying to blame Serbia for being involved. (8) Uses the purpose of Austria in publishing this source as evidence that it cannot be trusted and is therefore not useful as evidence. (7) 7–8	
	Level 4 Uses cross reference or contextual knowledge to explain how the claims of the source are false/true and therefore not useful/useful – e.g., Source B implicates Serbia. 5–6	
	Level 3 Uncritical use of content of source as evidence about the assassination – what happened or who was responsible e.g., 'This is very useful because it tells us that Serbia was involved in the assassination. It does this by proving that the bombs had come from Serbia.' 3–4	
	Level 2 Undeveloped use of provenance to reject the source e.g., An official report so will be true OR uses source content at random e.g., 'This is useful because it says 21 bombs were found.' 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
5	**Study Source G. 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 – the cartoonist disapproves of Austria's demands of Serbia or disapproves of all parties because they will cause war. 7	
	Level 4 Explains the big message – Serbia is standing up to Austria because it has the support of Russia. 5–6	
	Level 3 Explains sub-message(s) e.g., Austria is threatening Serbia, Russia is ready to help Serbia, Serbia is not intimidated by Austria. 3–4	
	Level 2 Interprets details of the cartoon but fails to get as far as sub-messages e.g., the bird of prey represents Austria. 2	
	Level 1 Surface description of the cartoon OR misinterpretations of the cartoon. 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 Serbia was to blame for war breaking out with Austria-Hungary? 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** **Disagree (*x*): A C 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 Sources A and B. How similar are the impressions of the Berlin Wall given by these two sources? Explain your answer using details of the sources.**	**7**
	Level 5 Explains how the points of view of the two artists differ – A thinks the wall is a good thing, while B thinks it is bad. Must be supported from the sources, otherwise Level 2. 7	
	Level 4 Explains how they give different impressions of the Wall. Different impressions include: In A it is keeping Western spies/criminals/Nazis out, while in B it is stopping East Germans moving West/killing people who try to cross it. 5–6	
	Level 3 Explains how they agree about the Wall – the Wall is strong; the Wall is making it difficult for people to cross. 4	
	Level 2 Explains how they will disagree because one is a Soviet source and the other is American OR compares surface differences OR interprets one or both sources but makes no valid comparison. 2–3	
	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. Does Source D prove that the claims of the American government in Source C were wrong? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Compares the sources and evaluates one of them. 7–8 Award 8 marks if both sources evaluated or if one source evaluated well.	
	Level 4 Evaluates either C or D to support a conclusion about whether C was wrong but no valid comparison. 6	
	Level 3 Answers based on agreements, so C was not wrong (4) OR disagreements, so C was wrong. (5) Agreements include: People were leaving East Germany for the West; East Germany acted because of people moving West; the Soviet Union was involved. Disagreements include: C claims that East Germany has caused the trouble, it has acted because it was worried about people freely moving from East to West because of the difficult situation in the East and not to help the people of the East. D claims that it is the West that is causing the trouble by harming people in the East by sending spies to the East, by taking valuable goods to the West and by forcing people to move West. 4–5	
	Level 2 Answers based on undeveloped provenance OR identifies where C is wrong but no explanation OR analyses the source appropriately but fails to state if C was wrong 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	

Question	Answer	Marks
3	**Study Source E. Are you surprised by this account? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Explains not surprised that a British journalist was reporting about the Wall unfavourably. 8	
	Level 4 Cross references to other sources/contextual knowledge to explain why surprised **or** not surprised by claims made in E. Award 7 marks for surprised **and** not surprised. 5–7	
	Level 3 Surprised by the fact that the US appears to have divided opinions about the Wall OR surprised/not surprised by the action of a particular group. 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
4	**Study Source F. 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 disapproves of the Wall because he is pointing out the absurd fact that the Wall was designed to keep East Germans in East Berlin. Award 7 marks if does not have the point about how absurd (or unexpected) its purpose is. 7–8	
	Level 4 Explains the big message - the Wall was designed to stop East Germans moving to the West and not to stop West Germans going into East Berlin/to show the West in a favourable light (must have the first point and one of the other parts). 6 marks for support from cartoon. 5–6	
	Level 3 Explains sub-message(s) e.g. The crowd of East Germans want to cross the Wall, East German soldiers will stop people trying to move to the West, the Wall is unpopular in the East. 3–4	
	Level 2 Interprets details of the cartoon but fails to get as far as sub-messages e.g., the barbed wire represents the Wall, the soldiers are East German border guards. 2	
	Level 1 Answers based on surface reading or misinterpretation of cartoon. 1	
	Level 0 No evidence submitted OR response does not address the question. 0	

Question	Answer	Marks
5	**Study Source G. How useful is this source to a historian studying the Berlin Wall? Explain your answer using details of the source and your knowledge.**	**7**
	Level 5 Explains that the source is useful because it shows us how the East Germans were trying to present the building of the Wall. 6–7	
	Level 4 Uses contextual knowledge/cross reference to explain how the claims of the source are false and so of no use OR rejects the source as useful because of its purpose – must be supported and explained. 4–5	
	Level 3 Uncritical use of content of source as evidence – this needs to contain an inference about the Wall being a success OR not useful as created to win an election/is propaganda plus support from the source OR useful as evidence about East German thinking/ how propaganda was used plus support from the source. 3	
	Level 2 Undeveloped use of provenance to reject/accept the source e.g., it is propaganda so no use, it is for use in an election so biased so no use, useful as it shows what type of propaganda they used OR uncritical use of source content without reference to the Wall being a success. 2	
	Level 1 Unsupported assertions or writes about the source but fails to get to grips with the question (include here answers that simply copy/paraphrase part of the source with no inferences). 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 Berlin Wall was built to prevent East Germans escaping to West Berlin? 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 E F** **Disagree (*x*): A D 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	

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