GradeMax

Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/22**

Paper 2 **February/March 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 February/March 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's overall argument is that Germany was to blame, B argues it was Britain. 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:** The Schlieffen Plan was aggressive British intentions were not clear Germany wanted to be dominant Germany invaded Belgium Britain failed to support its allies. **Disagreements include:** A says Germany faced no threat, B says it was threatened by Russia A says Britain acted because Germany invaded Belgium, B says it was not because of that/it was to maintain its dominance A says Britain intervened to defend its national security, B says this was not the reason.	
	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. Why was this cartoon published in August 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 8 Must have a valid message – can be a sub-message	
	Level 5 Explains the purpose of the cartoon (must have intended impact on audience) - allow to make people support the war effort or to persuade men to join up (Kitchener started asking for recruits on 7 August) 7 Must have a valid message – can be a sub-message	
	Level 4 Explains the big message of the cartoon as a reason 5–6	
	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. 'Germans are killing Belgian civilians', 'Germany has invaded Belgium'. 3–4	
	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	

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Question	Answer	Marks
3	**Study Sources D and E. 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 7–8 Award 8 marks if both sources evaluated or if one source evaluated well	
	Level 4 Evaluates either D or E to support a conclusion about 'surprising', but no valid comparison 6	
	Level 3 Answers based on agreements so not surprising (3), disagreements so surprising (4–5) 3–5	
	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	

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Question	Answer	Marks
4	**Study Sources F and G. How far do these two cartoonists agree? Explain your answer using details of the sources and your knowledge**	**8**
	Level 5 Compares the points of view of the two cartoonists – they are both criticising Britain for wanting to dominate 8	
	Level 4 Comparison of big messages. 7	
	Level 3 Comparison of valid sub-messages e.g. 'In both sources Britain wants to dominate.' (6), 'In F Britain is interested in the land but in G it is interested in the sea.' (4), 'In F Britain is being aggressive but in G it is defending what it already has.' (5) 4–6	
	Level 2 Valid interpretation of one or both sources but no valid comparison **OR** Compares details but does not get as far as message 2–3	
	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 to a historian studying the events leading to the First World War? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Explains how its publication by the Germans is useful evidence. It shows that Germany was keen not to be seen as starting/causing the war. 7	
	Level 5 Uses the purpose of Germans in publishing this source as evidence that it cannot be trusted and is therefore not useful as evidence 6	
	Level 4 Uses contextual knowledge to explain how the claims of the source are false and therefore not useful – there was no way France could have stayed neutral when Germany invaded Luxembourg or Belgium because of the threat this posed to France 4–5	
	Level 3 Uncritical use of content of source as evidence about the events leading to war e.g. 'Useful because it explains that just a few days before the outbreak of war the Germany offered not to attack France if France promised to stay neutral. War with France could have been avoided.' 3	
	Level 2 Undeveloped use of provenance to reject the source e.g. It's German so biased **OR** uses source content uncritically as information – not related to events leading to the war e.g. 'This is useful because it says that the German Emperor sent Britain a letter.' 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 Germany was responsible for war breaking out in August 1914? 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 (✔): A, C, D, H** **Disagree (*x*): B, E, F, 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	

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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 5 Compares big messages of the two sources – A's overall argument is that Stalin was pushed into the Pact by Britain's indifference and it did not make sense for the Soviets, in B Stalin rejected Britain's attempts at agreements and the Pact did make sense for the Soviets. 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:** Stalin cautious about making an alliance with Britain/Stalin did not want to be dragged into conflicts Stalin began to move towards Germany Stalin's first moves towards Germany were hesitant Soviet Union and Germany reach an agreement in August The agreement was a shock Germany invaded remainder of Czechoslovakia on 15 March. **Disagreements include:** In A Britain was not keen on an alliance with Stalin, in B it proposed one In A Chamberlain did not consider the Soviets suitable allies, In B he asked them to help Poland In A Stalin began to move towards Germany in May, in B it was in April In A in April Stalin proposes alliance with Britain, in B he looks towards Germany In A Stalin first makes first move towards an alliance, in B it is Britain which is first In A the Soviet people were shocked by the agreement, in B the world was shocked In A the agreement was difficult for Soviet people to understand, while in B it made sense to them In A Soviets citizens were shocked, in B they were relieved In A the Pact did not make sense for Soviets, In B it did Disagreements over why Stalin moved to a Pact with Germany.	
	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 source published in June 1939? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose (must have intended impact on audience) in context. The purpose could be to encourage people to persuade Chamberlain an agreement with the Soviets was crucial 8 Must have a valid message – can be a sub-message	
	Level 5 Explains the purpose of the cartoon (must have intended impact on audience) – e.g. To persuade Chamberlain to go ahead with an anti-fascist alliance. Must have a valid message – can be a sub-message 7	
	Level 4 Explains the big message of the cartoon as a reason (cartoonist's opinion) 5–6	
	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. The British and the Soviets were discussing an alliance. 3–4	
	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. Include here answers based on thinking the Pact was already signed 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. Does Source D prove that Chamberlain was lying in Source E? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Compares the sources and evaluates at least Source E to argue Chamberlain was lying. Evaluation could be the purpose of Source E or valid cross reference. 7–8 Award 8 marks if both sources evaluated **OR** if E is evaluated well.	
	Level 4 Evaluates E to support a conclusion about Chamberlain lying, but no valid comparison **OR** Valid comparison and evaluates E to argue Chamberlain not lying 6	
	Level 3 Answers based on agreements so not lying (3), disagreements so lying (4–5) 3–5	
	Level 2 Answers based on undeveloped provenance (changed his mind, private/public) **OR** Identifies where Chamberlain is/is not lying but no explanation **OR** Analyses the source appropriately but fails to state if Chamberlain 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	

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Question	Answer	Marks
4	**Study Sources F and G. How far would these two cartoonists have agreed? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Compares the points of view of the two cartoonists – they are both criticising Germany and Russia for putting Poland in danger OR the Nazi-Soviet Pact for the threat pose to Poland 8	
	Level 4 Comparison of big messages 7	
	Level 3 Comparison of valid sub-messages e.g. 'In both sources Germany and the Soviet Union are allies.' 'In both sources Poland is under threat.' 'In F Germany seems to be in charge, while in G they are equals.' 'In F Germany is using the Soviet Union while in G they are using each other.' 4–6 Allow answers that claim Russia was a threat to Poland as a sub-message.	
	Level 2 Valid interpretation of one or both sources but no valid comparison **OR** Compares details but does not get as far as message (2) 2–3	
	Level 1 Surface description of sources **OR** Misinterpretation of sources **OR** Compares provenance of sources **OR** They are about the same topic. 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 to a historian studying events leading to the Second World War? Explain your answer using details of the source and your own knowledge.**	**7**
	Level 6 Uses contextual knowledge to explain Churchill's purpose BUT then argues source is useful by using cross reference to support claims in H 7	
	Level 5 Uses contextual knowledge to explain Churchill's purpose – to argue not useful 6	
	Level 4 Uses contextual knowledge/cross reference to explain how it can be argued that Churchill's claims were right and/or wrong – the source can therefore be seen as useful and/or not useful **OR** explains useful as evidence of the opposition view to events in 1939 which broadens our perspective on the events 4–5	
	Level 3 Uses source content uncritically as information OR argues not useful because of Churchill's opposition 3	
	Level 2 Undeveloped answers based on provenance e.g. Not fair because it is easy to criticise Chamberlain when you know what happened later 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	

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Question	Answer	Marks
6	**Study all the sources. How far do these sources provide convincing evidence that Chamberlain was to blame for Stalin making a pact with Germany? 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 (✔): A, C, D, H** **Disagree (*x*): B, 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	

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