GradeMax

CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/22**

Paper 2 Document Questions **February/March 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 February/March 2024 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 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.

Question	Answer	Marks
	OPTION A: NINETEENTH CENTURY TOPIC	
1(a)	**Study Sources A and B.** **How far do these two sources agree? Explain your answer using details of the sources.** **Level 5 (7 marks)** **Answers that compare the big messages of the two sources.** A is, on the whole, sympathetic towards demands for reform, B is unsympathetic. **Level 4 (5–6 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 3 (3–4 marks)** **Answers that compare agreements OR disagreements.** Agreements include: the crowd was threatening soldiers on 16 March; reforms were granted on 18 March; there were crowds on the 18 March/the square was full of people; shots were fired by the army on 18 March; the square was cleared; the crowd threatened the cavalry; the infantry reacted to the threat to the cavalry; barricades were built; the King ordered the troops to withdraw on 19 March. Disagreements include: A says the King rejected all reform on 17 March, B says he agreed to freedom of the press/granted a constitution/made concessions in everything; in A the shots were unnecessary, in B they had to be fired. **Level 2 (2 marks)** **Answers based on information that is in one source but not in the other.** **OR** **Answers that compare the provenance of the sources.** **Level 1 (1 mark)** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	**7**

Question	Answer	Marks
1(b)	**Study Source C.** **How surprising is this account? Explain your answer using details of the source and your knowledge.** **Level 5 (7–8 marks)** **Answers that explain why a liberal would be disappointed with what the King has granted in Sources A/B.** **Level 4 (5–6 marks)** **Answers based on comparison of disappointment with the King in C, with the granting of reforms in Sources A/B/Background Information.** **Level 3 (3–4 marks)** **Answers based on checking of detail with Sources A/B/Background Information.** **Level 2 (2 marks)** **Answers based on undeveloped use of provenance.** **OR** **Answers based on comparison with developments after 18 March.** **Level 1 (1 mark)** **Answers based on everyday empathy.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(c)	**Study Source D.** **Why did Frederick William issue this proclamation at that time? Explain your answer using detail of the source and your knowledge.** **Level 6 (8 marks)** **Answers that explain the purpose of the proclamation in the context of events at the time.** **Level 5 (7 marks)** **Answers that explain the purpose of the proclamation.** **Level 4 (5–6 marks)** **Answers that explain the big message of the proclamation as a reason for issuing it.** **Level 3 (3–4 marks)** **Answers that explain the context as the reason for issuing it.** **OR** **Answers that explain valid sub-message as a reason for issuing it.** **Level 2 (2 marks)** **Answers that explain the proclamation/its purpose, the context but not used as a reason for issuing it.** **Level 1 (1 mark)** **Answers that provide a paraphrase of the proclamation.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(d)	**Study Sources E and F.** **How far would the two cartoonists have agreed? Explain your answer using details of the sources and your knowledge.** **Level 6 (7–8 marks)** **Answers that compare the big messages (points of view) of the cartoonists.** Must be explained. Source E approves of the King, while F disapproves of the King. **Level 5 (5–6 marks)** **Answers that compare valid messages of the cartoons without getting to the points of view of the cartoonists.** Must be explained**.** For example, in E the King is a reformer, a hero of the people, while in F he cannot be trusted, he is two-faced. **Level 4 (4 marks)** **Answers based on message/point of view of one of the cartoons or on interpretation of both cartoons but no valid comparison.** **Level 3 (3 marks)** **Answers based on comparing the provenance of the sources.** **Level 2 (2 marks)** **Answers that make a plausible misinterpretation of the sources.** **Level 1 (1 mark)** **Answers that compare surface details.** **Level 0 (0 marks)** **No creditable response.**	**8**

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

Question	Answer	Marks
	OPTION B: TWENTIETH CENTURY TOPIC	
2(a)	**Study Sources A and B.** **How far do these two sources agree? Explain your answer using details of the sources.** **Level 5 (7 marks)** **Answers that compare the big messages of the two sources.** **Level 4 (5–6 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 3 (3–4 marks)** **Answers that compare agreements OR disagreements.** Agreements include: Soviets faced a crisis in 1980 (Solidarity caused a crisis for USSR); Soviets planned military exercises; Americans expected an invasion; the Polish authorities did promise to take action. Disagreements include: In A Soviets reacted by mobilising armoured divisions, in B they called up reservists and sent warships; in A the exercises to start on 7 December, in B on 8 December; in A the preparation was different from the invasion of Czechoslovakia, in B it was the same. **Level 2 (2 marks)** **Answers based on information that is in one source but not in the other.** **OR** **Answers that compare the provenance of the sources.** **Level 1 (1 mark)** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	**7**

Question	Answer	Marks
2(b)	**Study Source C.** **How useful is this source for a historian studying the crisis over Poland in 1980? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Useful because they had a spy in the enemy camp who will know what is happening.** **OR** **Not useful because the spy may have his own agenda (both need to be explained).** **Level 5 (6–7 marks)** **Cross references to show how the information in Source C was right/wrong to claim source is/is not useful.** **Level 4 (5 marks)** **Uses evidence in Source C to explain why it is likely to be reliable and therefore useful.** For example, it comes from 'highly placed military figures'. **Level 3 (3–4 marks)** **Uses content of Source C to explain that there will be an invasion and therefore useful.** **Level 2 (2 marks)** **Assertions about usefulness based on provenance only.** **Level 1 (1 mark)** **Uses incidental details in Source C as evidence it is useful.** **OR** **Answers in Levels 2–5 that fail to state if useful or not.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(c)	**Study Sources D and E.** **How far do these two cartoons agree? Explain your answer using details of the sources and your knowledge.** **Level 5 (7–8 marks)** **Answers that compare the big messages (points of view) of the cartoonists.** Must be explained. In Source D Brezhnev (Soviet Union) is being criticised/mocked for being scared of Solidarity/reform, while in E Brezhnev (Soviet Union) is also being criticised, this time for forcing Jaruzelski to introduce a state of emergency. **Level 4 (5–6 marks)** **Answers that compare valid messages of the cartoons without getting to the points of view of the cartoonists.** Must be explained. For example, Brezhnev (Soviet Union) is scared of reform/developments in Poland in both; trying to keep communism intact in both; in D Brezhnev is worried about the impact in Eastern Europe, while in E he is worried about events in Poland; in D Brezhnev is scared of Poland, while in E he is controlling it; in D Brezhnev is losing, in E he is winning. **Level 3 (3–4 marks)** **Answers based on message/point of view of one of the cartoons or on interpretation of both cartoons but no valid comparison.** **Level 2 (2 marks)** **Answers based on comparing the provenance of the sources.** **Level 1 (1 mark)** **Answers that make a plausible misinterpretation of the sources.** **OR** **Answers that compare surface details.** **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
2(d)	**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 (7–8 marks)** **Answers that compare the sources for differences over Soviet interference/invasion re. Poland and evaluate at least one of the sources.** Evaluation can be in terms of purpose or using specific contextual knowledge/cross reference to explain there is no reason for being surprised. **Level 4 (5–6 marks)** **Answers that compare the sources and use the differences over Soviet interference/intervention as a reason for why Source G is surprising.** **OR** **Argues not surprising because they both suggest it could lead to a catastrophe.** **Level 3 (3–4 marks)** **Answers that use contextual knowledge/cross reference to explain why Source G is not surprising BUT there is no relevant use of Source F.** **Level 2 (2 marks)** **Answers that compare/analyse the sources appropriately but fail to state whether Source G is surprising.** **OR Identifies what is/is not surprising but no explanation.** **Level 1 (1 mark)** **Answers that make assertions based on provenance.** **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
2(e)	**Study all the sources.** **How far do these sources provide convincing evidence that there was a possibility that the Soviet Union would use military force against Poland? Use the sources to explain your answer.** 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. **Level 4 (6–9 marks)** **Uses the sources to support AND reject the statement.** **Level 3 (3–5 marks)** **Uses the sources to support OR reject the statement.** Supporting: A, B, C, E, G Not supporting: A, D, F **Level 2 (2 marks)** **Uses the sources but fails to use them to test the statement.** **Level 1 (1 mark)** **Writes about the topic but no use of the sources.** **Level 0 (0 marks)** **No creditable response.**	**9**

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