Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/21**

Paper 2 **May/June 2020**

MARK SCHEME

Maximum Mark: 50

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & 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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Question	Answer	Marks
19th Century topic		
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 **7** Source A explains, defends British Foreign Policy, while Source B criticises it	
	Level 4 Agreement and disagreement of detail or sub-messages **5–6**	
	Level 3 Agreement or disagreement of detail or sub-messages **3–4** Agreements include: • Both sources describe British Foreign Policy as hesitant • In both sources Britain has concerns about France and Russia • Both sources agree that Britain was uncertain about joining European war Disagreements include: • **Source A** states that no policy by Britain could have stopped Germany from risking a war, while B states that a blunt statement by Britain would have done this • **Source A** states that Britain went to war because of Belgium, while B says it was not because of Belgium, there were other reasons	
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject **2** **OR** **Compares the provenance of the sources**	
	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. How useful is this source as evidence about why Britain went to war in 1914? Explain your answer using details of the source and your knowledge.**	8
	Level 6 Explains how the attitudes in Source C towards Germany help explain why Britain went to war **8**	
	Level 5 Uses contextual knowledge or cross reference to support claims in C – so useful **5–7** **OR** **Level 5 Uses contextual knowledge or cross reference to explain why claims in C are not correct – so not useful**	
	Level 4 Uses surface information to explain why useful **4** e.g. 'It is useful because it tells us that Britain went to war to stop German domination.'	
	Level 3 Undeveloped use of provenance **3** e.g. It is British, so biased and therefore not useful	
	Level 2 Valid analysis of source but no conclusion about 'how useful?' **2**	
	Level 1 Copies/paraphrases the source **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3	**Study Source D. Why was this postcard published in Britain at this time? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 Explains purpose in context of early 1914 **7**	
	Level 5 Explains the purpose of the postcard (must have intended impact on audience) **6** e.g. to persuade the British government to be wary of Germany	
	Level 4 Explains a valid sub-message as a reason **4–5** **OR** **Level 4 Explains the big message** e.g. Germany is determined to dominate but Europe but is finding it difficult	
	Level 3 Explains context only – fails to explain message or purpose of source **3**	
	Level 2 Interprets cartoon or describes the context – but not used as a reason for publication **2**	
	Level 1 Surface descriptions of the source **1**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4	**Study Sources E and F. How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.**	8
	Level 6 Compares the purpose of the two cartoons to justify Britain's involvement in the war **8**	
	Level 5 Compares big messages **6–7** e.g. Belgium is to be admired while Germany is not – based on Belgium's brave defence and Germany's aggressiveness	
	Level 4 Agreement/disagreement of sub-messages **4–5** e.g. Germany aggressive in both, Belgium is defending in E, while it is defeated in F	
	Level 3 Interprets message/purpose of one or both cartoons but no comparison **3**	
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject **2** **OR** **Level 2 Compares the provenance of the sources**	
	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
5	**Study Sources G and H. How far does Source G make Source H surprising? Explain your answer using details of the sources and your knowledge.**	8
	Level 5 Compares the sources and evaluates one of them **8**	
	Level 4 Explains surprise/no surprise for H but no valid use of G **7** e.g. Britain had Treaty obligations to defend Belgium so not surprised	
	Level 3 Answers based on agreements/disagreements – used as reasons for H being surprising/not surprising 4–6 Agreements include: • In both, Germany criticises England as the aggressor and as anti-German Disagreements include: • G places the blame on Russia/England, while H places it on Germany **OR** **Level 3 Answers based on undeveloped provenance** **3**	
	Level 2 Identifies what is surprising in H but no explanation **2** **OR** **Level 2 Writes a valid analysis of H but fails to state if surprised or not**	
	Level 1 Writes about the sources but struggles to address the question in a valid way **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 reason why Britain went to war in 1914 was to protect Belgium? Use the sources to explain your answer.**	**12**
	Level 3 Uses sources to support and reject the statement **7–10** Award up to 2 bonus marks for evaluation of sources (no more than 1 per source). Source use must reference 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. ✔ – A, E, F, H *x* – A, B, C, D, G	
	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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Question	Answer	Marks
20th Century topic		
1	**Study Source A. What impressions does this source give of American policy towards Eastern Europe? Explain your answer using details of the source.**	**6**
	Level 4 The overall, big impression **5–6** Allow impressions that imply a lack of understanding of the situation in Eastern Europe e.g. mistaken, lacked understanding, unrealistic Award 6 marks for answers with the overall, big impression and valid support from Source A	
	Level 3 Valid supported impressions **4**	
	Level 2 Valid, but unsupported, impressions **2–3** e.g. to stop USSR or any other country dominating Eastern Europe, to spread capitalism there, it wanted to control it	
	Level 1 Copies or paraphrases the source **1** e.g. The USA did not want to damage its vital strategic or economic interests in Europe. **OR** **Level 1 Answers that give impressions of aspects other than American policy towards Eastern Europe**	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2	**Study Sources B and C. How far do these two sources agree? Explain your answer using details of the sources and your knowledge.**	8
	Level 5 Compares big messages **7–8** • in B the USSR was determined from the beginning to control Eastern Europe and acted in the same way in each country • in C Soviet control evolved step by step and was influenced by local conditions	
	Level 4 Agreement and disagreement of detail or sub-messages **5–6**	
	Level 3 Agreement or disagreement of detail or sub-messages **3–4** Agreements include: • The Soviets did take over Eastern Europe • Both mention the argument that the Soviets were reacting to the West • Soviet control was completed in 1967 Disagreements include: • In B the Soviets used the same methods everywhere in Eastern Europe, while in C their approach varied owing to local conditions • In B the Soviets were not reacting to the West, in C they were • In B the Soviets set out from the beginning to control Eastern Europe, in C this control gradually evolved	
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject **2** **OR** **Level 2 Compares the provenance of the sources**	
	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
3	**Study Sources D and E. How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.**	8
	Level 5 Compares big messages **8** e.g. in D the West is a haven compared to Eastern Europe, but it can only watch what is happening, while in E the West (Americans) are actually doing something about communism in Eastern Europe	
	Level 4 Agreement and disagreement of detail or sub-messages **7**	
	Level 3 Agreement or disagreement of detail or sub-messages **5–6** Agreements include: • There was a threat from Communism in Eastern Europe • Allow – Communism is seen as something bad in both Disagreements include: • In D the Communist threat is in Czechoslovakia, in E it is in Greece • In D the West is doing nothing, in E it is doing something OR in D the West is defensive, in E it is aggressive • Allow – In D Communism is seen as a threat, while in E it is not **OR** **Level 3 Valid interpretation of one or both cartoons but no valid comparison** **3–4**	
	Level 2 States that the sources are about the same subject **2** **OR** **Level 2 Compares the provenance of the sources**	
	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
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.**	8
	Level 6 Compares the sources and evaluates one of them **8**	
	Level 5 Evaluates G but no valid use of F **6–7**	
	Level 4 Answers based on agreements/disagreements **4–5** e.g. both state Stalin's intentions are defensive for security; F makes G surprising because F suggests Stalin is reasonable, but he does not seem very reasonable in G	
	Level 3 Answers based on undeveloped provenance **3**	
	Level 2 Identifies what is surprising but no explanation **2** **OR** **Level 2 Produced a valid analysis of G but fails to state whether surprised**	
	Level 1 Writes about the sources but struggles to address the question in a valid way **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. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	8
	Level 5 Explains point of view of cartoonist **8** e.g. the cartoonist does not believe Stalin is liberating countries, he is doing the opposite and the cartoonist disapproves of this	
	Level 4 Explains big message **6–7** e.g. Stalin is intent on controlling Europe and has started	
	Level 3 Sub-message(s) explained **3–5** e.g. Stalin controls Czechoslovakia, Hungary and Poland, Stalin plans to control Europe	
	Level 2 Plausible misinterpretations **2** e.g. reads the cartoon literally (Stalin is genuinely liberating these countries)	
	Level 1 Surface description of source **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 Stalin took control of Eastern Europe because of the attitudes and actions of the West? Use the sources to explain your answer.**	**12**
	Level 3 Uses sources to support and reject the statement **7–10** Award up to 2 bonus marks for evaluation of sources (no more than 1 per source). Source use must be reference 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. ✔ – A, C, D, E, G ***x*** – A, B, D, F, G, H	
	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**	