Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/22**

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 **6–7** e.g. Source A largely blames Austria, while B places most of the blame on Germany	
	Level 4 Agreement and disagreement of detail or sub-messages **4–5**	
	Level 3 Agreement or disagreement of detail or sub-messages **3–4** Agreements include: • Austria had Germany's backing • Austria was dragged into Germany's war • Austria and Germany became interdependent and this caused a local war to turn into a general one Disagreements include: • Source A claims Austria declared war to avenge the assassination, however, Source B claims it was to save their empire	
	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
2	**Study Source C. How useful is this source as evidence of developments in Europe at the end of July 1914? Explain your answer using details of the source and your knowledge.**	**7**
	Level 7 Both Levels 5 and 6 **7**	
	Level 6 Uses contextual knowledge or cross reference to explain why claims in C are not useful because of the purpose of Source C **6**	
	Level 5 Uses contextual knowledge or cross reference to support claims in C – so useful **5** e.g. The claim that the ultimatum caused war or about Germany's responsibility	
	Level 4 Uses surface information to explain why useful **4**	
	Level 3 Undeveloped use of provenance **3**	
	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 did Emperor Franz Joseph make this declaration at that time? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose in context of 28 July 1914 **8**	
	Level 5 Explains the purpose of making the declaration (must have intended impact on audience) **7** e.g. to get his people behind military action, to justify himself to them	
	Level 4 Explains the big message **5–6**	
	Level 3 Explains context as a reason but fails to explain message or purpose of source **3–4** **OR** **Level 3 Explains a valid sub-message as a reason**	
	Level 2 Explains message of Source D or the context – but not used as a reason for making the declaration **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 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 based on differences of cartoonists point of view **8** e.g. Source E justifies and supports Austria's actions against Serbia, while Source F blames Austria for its attack on Serbia	
	Level 5 Answers based on differences/similarities of big messages **6–7** e.g. Source E says that Austria will exact revenge on Serbia, while Source F says Austria's reaction will upset European peace	
	Level 4 Answers based on differences/similarities of sub-messages **4–5** e.g. in Source E, Serbia is shown as a terrorist, whereas in Source F it appears as a victim	
	Level 3 Interprets messages of cartoon(s) but no comparison **3**	
	Level 2 Answers based on undeveloped provenance **2** **OR** **Level 2 Answers based on differences of detail**	
	Level 1 Writes about the sources but does not address 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 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 **7–8**	
	Level 4 Evaluates H but no valid use of G **6**	
	Level 3 Answers based on agreements/disagreements **3–5** e.g. differences over whether Germany is ready for war	
	Level 2 Identifies what is surprising in H but no explanation or valid analysis of H but fails to state whether H surprising **2** **OR** **Level 2 Answers based on undeveloped provenance**	
	Level 1 Writes about the sources but does not 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 Austria was to blame for the outbreak of Europe-wide hostilities in August 1914? 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, E, F, G, ***x*** – B, C, D, E, 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**	

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Question	Answer	Marks
20th 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** e.g. Both sources state that Soviet ideology was the main factor causing the Cold War	
	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: • Ideology important in both (if mentions Soviet ideology, then Big Message) • Both sources mention Soviet interests in Eastern Europe/need for security • Both suggest the Soviets were to blame (no mention of ideology) Disagreements include: • US factors important in A but not in B • A argues a range of factors were responsible, B argues only for ideology and security	
	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
2	**Study Source C. Why was this cartoon published in the Soviet Union at this time? Explain your answer using details of the source and your knowledge.**	8
	Level 6 Explains purpose in the context of the time **8**	
	Level 5 Explains the purpose of publishing the cartoon (must have intended impact on audience) **7** e.g. to stir up anti-US feeling among Soviet public, to persuade Soviet public to support Soviet policy in Eastern Europe	
	Level 4 Explains the big message **5–6** e.g. there is no justification for US aggression	
	Level 3 Explains context only – fails to explain message or purpose of source **3–4** e.g. Context might include Truman Doctrine, Marshall Plan, Communist defeat by US in Greece **OR** **Level 3 Explains a valid sub-message** e.g. aggression of US, the Soviets are innocent, the US public is questioning US policy	
	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
3	**Study Source D. How useful is this source as evidence about the causes of the Cold War? Explain your answer using details of the source and your knowledge.**	**7**
	Level 7 Uses source as evidence of US attitudes as represented by Kennan **7** e.g. explains these attitudes help lead to Cold War	
	Level 6 Uses contextual knowledge or cross reference to explain why claims in D are not useful **6** e.g. this could be an explanation of how the US contributed to start of Cold War	
	Level 5 Uses contextual knowledge or cross reference to support claims in D – so useful **5** e.g. Sources A or B support point made about importance of Marxism (ideology)	
	Level 4 Uses surface information to explain why useful **4**	
	Level 3 Undeveloped use of provenance **3**	
	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
4	**Study Sources E and F. How far does Source E make Source F surprising? Explain your answer using details of the source and your knowledge.**	8
	Level 6 Compares the sources and evaluates both **8**	
	Level 5 Compares the sources and evaluates one of them **6–7**	
	Level 4 Evaluates F but no valid use of E **5**	
	Level 3 Answers based on agreements/disagreements **3–4** e.g. about US role in the world: • Disagreement is most obvious – Source E claims that the US strives for world domination, while Source F claims the US is helping Europe/the world • However, there may be arguments that E does not make F surprising on the grounds that, in F, claims about economic health of the world and free institutions really refer to US dominance	
	Level 2 Answers based on undeveloped provenance **2**	
	Level 1 Writes about the sources but does not 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 G. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.**	**8**
	Level 5 Explains valid big message of the cartoonist **7–8** e.g. The cartoonist disapproves of the USA and NATO	
	Level 4 Explains valid big message of the cartoon **5–6**	
	Level 3 Explain valid sub-messages **3–4** e.g. the USA is dangerous, NATO is a dangerous organisation	
	Level 2 Misreading of the cartoon **2** **OR** **Level 2 Undeveloped answers based on provenance**	
	Level 1 Answers based on surface details **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 tension between the USA and the USSR was caused by ideological differences? 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, B, D, E, F ***x*** – A, C, E, 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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