GradeMax

Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/23**

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** e.g. Source A blames Russia for a European war, while Source B blames Germany	
	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: • France was encouraging Russia in its preparations for war • Russia made sure Britain was not aware of its mobilisation • Germany tried to make Russia look like the aggressor Disagreements include: • Source A claims Germany just wanted a local war, while Source B claims it wanted a great war.	
	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. Do you trust Source C? Explain your answer using details of the source and your knowledge.**	**8**
	Level 4 Uses provenance to consider Sukhomlinov's purpose in writing this **7–8** e.g. to persuade people he was not responsible for Russia planning a war	
	Level 3 Cross references to other sources or contextual knowledge to check claims made in Source C **4–6**	
	Level 2 Undeveloped use of the provenance **2–3**	
	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
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 **7–8** e.g. D – Serbia can stand up to Austria because it is supported by Russia, E – Russia is hoping to exploit the Austro-Serbian issue and this will drag Germany in.	
	Level 4 Agreement/disagreement of sub-messages **5–6** e.g. D – Serbia is standing up to Austria, Austria and Serbia are quarrelling, E – Germany is about to attack Russia	
	Level 3 Interprets message/purpose of one or both cartoons but no comparison **3–4**	
	Level 2 Identifies information that is in one source but not in the other or states that the cartoons are about the same subject **2** **OR** **Level 2 Compares the provenance of the cartoons**	
	Level 1 Writes about the cartoons 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 prove that Sazonov is lying in Source G? 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 Source G but no relevant use of Source F – cross reference or focusing on Sazonov's purpose **6–7**	
	Level 4 Answers based on disagreements **4–5** e.g. F claims Russia responsible for war, G claims Germany was responsible	
	Level 3 Answers based on agreements **3**	
	Level 2 Answers based on undeveloped provenance or identifies what Sazonov is lying about but with no explanation **2** **OR** **Level 2 Analyses the source appropriately but fails to state whether Sazonov is lying**	
	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 H. How useful is this source to a historian studying the events in Europe at the end of July 1914? Explain your answer using details of the source and your knowledge.**	**7**
	Level 4 Uses contextual knowledge and understanding to explain significance of what Wilhelm has written **6–7**	
	Level 3 Answers based on information in Source H **4–5**	
	Level 2 Answers based on undeveloped use of provenance **2–3**	
	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
6	**Study all the sources. How far do these sources provide convincing evidence that Germany was responsible for turning the crisis over Serbia into a European war? 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, F, G, H ***x*** – A, C, D, E, F	
	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. In Source A the Plan is not seen as a threat to the USSR, in Source B it is	
	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 USSR was invited to join • The USSR rejected the Plan Disagreements include: • In Source A it is a genuine offer for the USSR to join, in Source B it was not • In Source A the Russians reject the Plan outright, in Source B they give it serious consideration	
	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 France in October 1947? Explain your answer using details of the source and your knowledge.**	8
	Level 6 Explains the purpose of the cartoonist (must have intended impact on audience) in context of 1947 **8**	
	Level 5 Explains big message as reason for publication **6–7** e.g. the Marshall Plan was designed by the US to protect Western Europe from famine	
	Level 4 Explains sub-message(s) as reason for publication **4–5** e.g. famine is a threat to Europe	
	Level 3 Explains the context of 1947 as the reason for publication **3** e.g. the Marshall Plan had been announced a few months earlier	
	Level 2 Conveying information in the source given as reason for publication **2** e.g. it was published to tell people that Truman and Marshall were working together **OR** **Level 2 Interprets cartoon or describes the context but not used as reason for publication**	
	Level 1 Describes surface details – no interpretation or inferences, or misinterpretations **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 6 Compares the sources and evaluates one of them **7–8**	
	Level 5 Evaluates E but no valid use of D **6**	
	Level 4 Answers based on disagreements **4–5** e.g. in Source D the Marshall Plan is to help countries and people while Source E says that it is to secure US control of Europe	
	Level 3 Answers based on agreements **3** e.g. both suggest the Plan is designed to benefit the USA	
	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
4	**Study Source F. How useful is this cartoon as evidence about the Marshall Plan? Explain your answer using details of the source and your knowledge.**	**8**
	Level 7 Contextual explanation of how the cartoon tells us how the USSR was using the Plan to produce anti-American propaganda 8	
	Level 6 Both types of Level 5 7	
	Level 5 Uses contextual knowledge or cross reference to support or reject claims in F – so useful/not useful 5–6	
	Level 4 Uses contextual knowledge/understanding to explain message of the cartoon which is given as the reason why cartoon is useful 4	
	Level 3 Undeveloped use of provenance 3 e.g. published in the USSR so biased so not useful	
	Level 2 Valid analysis of source but no conclusion about 'how useful?' 2	
	Level 1 Describes surface details of the cartoon 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 valid big message of the cartoonist **7** e.g. the cartoonist approves of the Marshall Plan because it has helped Europe to support itself	
	Level 4 Explains valid big message of the cartoon **5–6** e.g. the Marshall Plan enabled Europe to support itself	
	Level 3 Explain valid sub-messages **3–4** e.g. the American taxpayer was helping Europe, the aim of the Marshall Plan was that Europe would be able to support itself	
	Level 2 Misreading of the cartoon **2** e.g. the Marshall Plan was not working	
	Level 1 Description of surface details or literal reading of 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 the Soviet Union was justified in being suspicious about the Marshall Plan? 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 include 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. ✔ – B, E, F, ***x*** – A, 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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