GradeMax

Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/21**

Paper 2 **October/November 2020**

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 October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U 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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Nineteenth 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 – a madman in A, a hero in B **7**	
	Level 4 Agreement **AND** disagreement of detail or sub-messages **5–6**	
	Level 3 Agreement **OR** disagreement of detail or sub-messages **3–4**	
	Level 2 Identifies information that is in one source but 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 Sources C and D.** **Does Source D prove that Douglass (Source C) was wrong? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 6 Compares the sources and evaluates both of them on the basis of purpose **8**	
	Level 5 Compares the sources and evaluates one of them on the basis of purpose **7**	
	Level 4 Evaluates one of the sources with no relevant use of the other **6**	
	Level 3 No, based on agreements (because they agree) (3), Yes, based on disagreement (4), No, gives reason for one disagreement (5) **3–5**	
	Level 2 Answers based on undeveloped provenance **OR** Identifies that D proves/does not prove C is wrong but with no explanation **OR** Analyses of the source appropriately but fails to state whether or not D proves C is wrong **2**	
	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
3	**Study Sources E and F.** **How similar are these two illustrations? Explain your answer using details of the sources and your knowledge.**	**8**
	Level 5 Answers based on differences/similarities of big message about Brown (supported) **7–8**	
	Level 4 Answers based on differences/similarities of big message about Brown(unsupported) **5–6**	
	Level 3 Answers based on similarities/differences of detail or sub-messages **3–4**	
	Level 2 Answers based on undeveloped provenance **OR** Identities details in one source but not in the other **OR** Interprets one source but no comparison **2**	
	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
4	**Study Source G.** **How useful would this source be to a historian studying John Brown and the raid on Harpers Ferry? Explain your answer using details of the source and your knowledge.**	**7**
	Level 6 The source provides useful evidence about how Brown wanted to be remembered **7**	
	Level 5 Cross references to other sources to check claims in G about himself or Harpers Ferry **6**	
	Level 4 Dismisses source as biased **OR** It is useful because as he was speaking after he had been sentenced he can be trusted **5**	
	Level 3 Uses source for content/information about events **3–4**	
	Level 2 Paraphrases of Source G **OR** Undeveloped use of provenance **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
5	**Study Source H.** **Are you surprised by this source? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Contextual explanation of how at least two of the apparent internal contradictions actually make historical sense together **8**	
	Level 5 Contextual explanations of why surprised and not surprised **7**	
	Level 4 Contextual explanations of why surprised or not surprised **5–6**	
	Level 3 Surprised by internal contradictions **3–4**	
	Level 2 Identifies what is surprising but no explanation **OR** Perfectly good explanations but never states whether surprised or not **OR** Everyday empathy **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
6	**Study all the sources.** **How far do these sources provide convincing evidence that John Brown was a hero? 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 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 C E (F) G H ***x*****:** A D F (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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Twentieth 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 – A has a balanced view about the Crisis as far as Khrushchev was concerned, B says it was a disaster for Khrushchev **7**	
	Level 4 Agreement **AND** disagreement of detail or sub-messages **5–6**	
	Level 3 Agreement **OR** disagreement of detail or sub-messages **3–4**	
	Level 2 Identifies information that is in one source but 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 cartoon published on 29 October 1962? Explain your answer using details of the source and your knowledge.**	**8**
	Level 6 Explains purpose in context of 29 October 1962 (on 28 October Khrushchev accepts Kennedy's offer or Khrushchev agreed to withdraw the missiles) **Note:** Needs a valid message but not necessarily the big message **8**	
	Level 5 Explains the purpose of the cartoon (must have an impact on audience in the answer, e.g.to persuade the American people it was a massive victory for the US) **Note:** Needs a valid message but not necessarily the big message **7**	
	Level 4 Explains the big message – the Russians have been overwhelmed (or humiliated) by US power. Need both parts **6**	
	Level 3 Explains specific context only – fails to explain message or purpose of cartoon **OR** Explains a valid sub-message **4–5**	
	Level 2 Misreading of the cartoon **OR** Interprets cartoon or describes the context – but not used as a reason for publication **OR** General context only – no message or purpose **2–3**	
	Level 1 Surface descriptions 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.** **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 both **8**	
	Level 5 Compares the sources and evaluates one of them **6–7**	
	Level 4 Evaluates either D or E but no valid comparison **5**	
	Level 3 Answers based on agreements or surprised by disagreements (3), not surprised by disagreements (reason needed for this) (4) **3–4**	
	Level 2 Answers based on undeveloped provenance or identifies what surprised by but no explanation **OR** Analyses the source appropriately but fails to state whether surprised **2**	
	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
4	**Study Source F.** **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 – Khrushchev is **lying** because he has let Castro down (explicit reference to the words at top of cartoon not necessary) **8**	
	Level 4 Explains that Castro/Cuba suffered **more** from the outcome of the Crisis than Khrushchev/USSR – the comparison here is key (explicit reference to the words at top of cartoon not necessary) **6–7**	
	Level 3 Sub-message(s) explained, e.g. messages that accept that Khrushchev was hurting more or messages that ignore the words at the top and explain how badly Khrushchev has treated Cuba/Castro **3–5**	
	Level 2 Plausible misinterpretations of the message OR Interpretations of details e.g. the teeth represent the missiles **2**	
	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
5	**Study Source G.** **How far does this source prove that Khrushchev's motive in the Missile Crisis was to protect Cuba? Explain your answer using details of the source and your knowledge.**	**7**
	Level 4 Evaluation of Khrushchev's purpose in writing this letter to Castro **6–7**	
	Level 3 Cross-reference to sources or contextual knowledge to either confirm claims of G or to suggest other valid motives **4–5**	
	Level 2 Answers that explain how the content of G does/does not prove this **2–3**	
	Level 1 Writes about the sources but does not address the question of proof **OR** Answers not supported from the source e.g. assertions that he cannot be believed **OR** Answers based just on provenance **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 Cuban Missile Crisis was a success for Khrushchev? 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. ✔**:** A E G ***x*****:** A B C D F	
	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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