

# Specimen Paper Answers

## Paper 2

**Cambridge IGCSE™ / IGCSE (9–1)**

**History 0470 / 0977**

**Cambridge O Level**

**History 2147**

For examination from 2020



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

[www.surveymonkey.co.uk/r/GL6ZNJB](http://www.surveymonkey.co.uk/r/GL6ZNJB)

Would you like to become a Cambridge consultant and help us develop support materials?

Please follow the link below to register your interest.

[www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/](http://www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/)

Copyright © UCLES February 2020

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party, even for internal use within a Centre.

---

# Contents

---

Contents.....	3
Introduction .....	4
Assessment overview .....	5
Option B: Questions 1–6.....	6

## Introduction

---

The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE / O Level History, and to show examples of very good answers.

This booklet contains answers to all Option B (Twentieth century topic) questions from Specimen Paper 2 (2020), which have been marked by a Cambridge examiner. The answers are accompanied by a brief commentary explaining the strengths and weaknesses of the answers. The examiner comments indicate where and why marks were awarded and how answers could be improved.

The answers should be considered in conjunction with the mark scheme.

The specimen paper and mark scheme are available to download from the School Support Hub at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

**2020 Specimen Paper 2**

**2020 Specimen Paper 2 Mark Scheme**

## Assessment overview

All candidates take **three** components. All candidates take Paper 1 and Paper 2, and choose either Component 3 or Paper 4.

### All candidates take:

**Paper 1** 2 hours  
Written paper 40%  
60 marks  
Candidates answer **two** questions from Section A (Core Content) and **one** question from Section B (Depth Studies)  
All questions are in the form of structured essays, split into three parts: (a), (b) and (c)  
Externally assessed

### and:

**Paper 2** 2 hours  
Written paper 33%  
50 marks  
Candidates answer **six** questions on **one** prescribed topic taken from the Core Content. There is a range of source material relating to each prescribed topic. The prescribed topic changes in each examination session – see Section 4  
Externally assessed

### All candidates take either:

**Component 3**  
Coursework 27%  
40 marks  
Candidates produce **one** piece of extended writing based on a Depth Study from the syllabus or a Depth Study devised by the Centre  
Internally assessed/externally moderated

### or:

**Paper 4** 1 hour  
Alternative to Coursework – 27%  
Written paper  
40 marks  
Candidates answer **one** question on a Depth Study  
Externally assessed

## Assessment objectives

The assessment objectives (AOs) are:

**AO1** An ability to recall, select, organise and deploy knowledge of the syllabus content.

**AO2** An ability to construct historical explanations using an understanding of:

- cause and consequence, change and continuity, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past.

**AO3** An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

The syllabus for Cambridge IGCSE History is available at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

---

## Option B: Questions 1–6

---

### Option B: Twentieth century topic

#### HOW FAR WAS THE LEAGUE OF NATIONS A FAILURE?

Study the Background Information and the sources carefully, and then answer **all** the questions.

##### Background Information

The League of Nations faced many difficult problems after its establishment in 1919. Its critics claim that it achieved little and point to the fact that another world war broke out in 1939. Its defenders argue that although it did eventually fail to prevent another world war, it had several successes. Overall, how far was the League of Nations a failure?

##### SOURCE A

It became clear very quickly that the League would be just an addition to existing international relations mechanisms and often one to be kept at arm's length; Britain and France had no intention of allowing the Treaty's enforcement to become a League responsibility. It is also not clear whether the 'new diplomacy' achieved different results than the 'old' diplomacy might have done in similar circumstances.

The League, however, did have its uses. Handing over the government of Danzig and the Saar to the League solved tricky problems. The League's beneficial role in inhibiting slavery, international prostitution and the trading of drugs, in promoting the protection of refugees, and preventing and controlling disease, was acknowledged. It enjoyed successes in the Swedish-Finnish quarrel over the Åland Islands in 1920 and in the Greece-Bulgaria dispute of 1925, but significantly, both were in accessible parts of Europe, were between minor states, and did not involve the direct interests of a great power.

The League was much less effective where any of these criteria did not apply. It was in Abyssinia in 1935 that the demands of the old and new diplomacies came into sharpest conflict. The circumstances meant that the credibility of the League and the 'new' diplomacy became linked with the response to this problem. The lessons were painful. The League had ended in failure. It had been based on too many paradoxes: the attempt to create collective security in a world of sovereign national states and the hope of international democracy in a world dominated by great powers. After Abyssinia the League became an increasing irrelevance.

*From a history book published in 2010.*

##### SOURCE B

The League appeared to many to offer the best alternative to the balance-of-power approach that had failed so badly in 1914. But it was not the League that Wilson had planned. It was not a substitute for great-power politics, as he had intended, but rather just additional to it. It always operated within prescribed limits and its success depended on the willingness of the powerful states to use it.

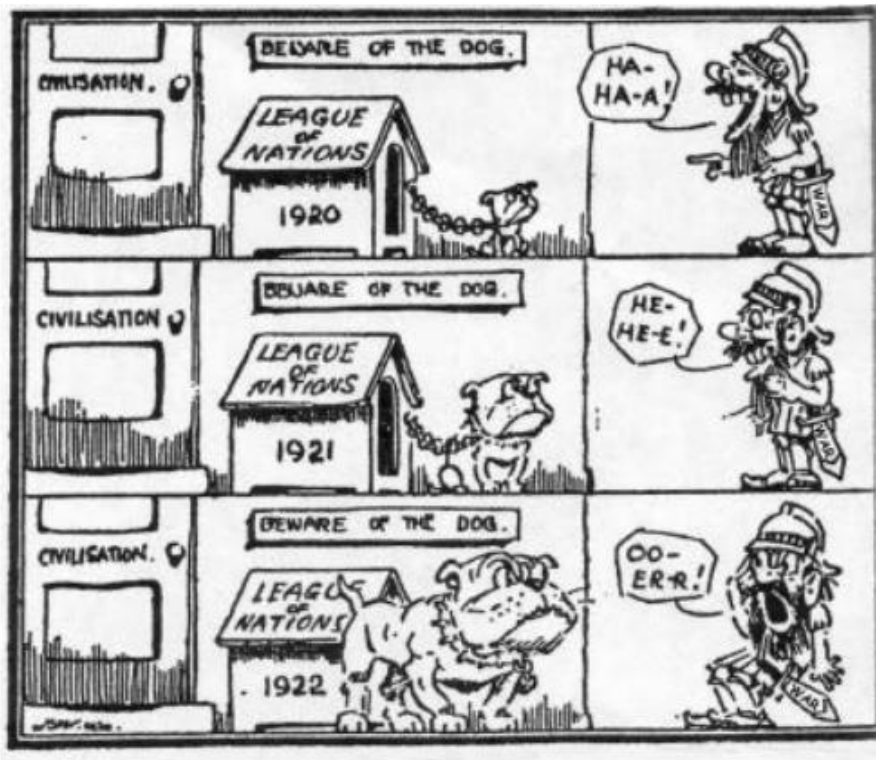
The League moved quickly after it was established. The first dispute successfully resolved was between Finland and Sweden. It also speedily resolved the conflict between Bulgaria and Greece. If most of the League's successes involved small states, the clash between Britain and Turkey over oil-rich Mosul in 1924 suggested that the Council's procedures could be used to keep the peace in matters involving a great power. The failure over the Italian invasion of Abyssinia was due to Britain and France, rather than the League.

Nor was the failure of various international conferences such as the World Economic Conference of London in 1933 the fault of the League of Nations. The framework for international cooperation was still fragile but the activities of the League appeared with the passage of time to be a contribution to the shaping of the contemporary world. The League was a forerunner of a new world order based on international cooperation.

It embodied the new ideas that characterised the twentieth century. It is hoped the ideal of world peace – the ideal of the League – will become the dominant feature of the twenty-first century.

*From a history book published in 2011.*

### SOURCE C



*A British cartoon published in 1920.*

**SOURCE D**



"JUST THEN CAME DOWN A MONSTROUS DOVE  
WHOSE FORCE WAS PURELY MORAL,  
WHICH TURNED THE HEROES' HEARTS TO LOVE  
AND MADE THEM DROP THEIR QUARREL."

*A British cartoon published in November 1925.*



**SOURCE E**

*A British cartoon published in December 1931.*

**SOURCE F**

I would like to speak about the League and the policy of collective security which we have whole-heartedly supported with such disappointing results. The dispute between Italy and Abyssinia was a perfect opportunity for the exercise of that policy. It has been tried based on sanctions and it has failed to prevent war, failed to save the victim from the aggressor.

The other day the President of the League of Nations said that if we were to pursue the policy of sanctions it was still possible to preserve the independence of Abyssinia. That seems to me to be madness. We must admit we have tried to impose upon the League a task which was beyond its powers to fulfil. It is time to limit the functions of the League so that they match with its real powers. But if the league is to be limited in that way it must be admitted that it could no longer be relied upon to secure the peace of the world.

*From a speech by Neville Chamberlain, a leading member of the British government, June 1936.*

## SOURCE G

There exist inside the League two ideas about how best to preserve peace. There is the idea that when a state announces a foreign policy based on aggression and invading other countries' frontiers, the League has the duty of declaring that it will fight such a policy with every means at its disposal.

There is, however, another idea that the aggressor should be treated with consideration and that negotiations should be carried out with the assurance that no collective action will be carried out. Unfortunately, this is the policy that has so far been followed and it has as its consequences three wars and threatens to bring us a fourth.

*Maxim Litvinov speaking at the League of Nations Assembly, September 1938.  
Litvinov was in charge of Soviet foreign policy.*

## SOURCE H

It is common to speak of the failure of the League. Is it true that all our efforts for those twenty years have been thrown away? The work of the League is unmistakably printed on the social, economic and humanitarian life of the world. But above all that, a great advance was made in the international organisation of peace. For the first time an organisation was constructed to abolish war. An Assembly representing some fifty peace-loving nations.

For ten years the League advanced. Our balance-sheet is not altogether unfavourable. In the essential task of maintaining peace it succeeded during a number of years. It succeeded as long as the governments of the Great Powers supported it and as long as, in the background, there was the possibility that their force would be put at the service of its decisions. During a number of years the League of Nations settled various grave disputes such as the Aaland Islands, all of them involving areas which might have become battlefields if the League had not settled them.

*From a speech by Seán Lester, Secretary-General of the League of Nations. He was speaking to the Assembly during the last session of the league in 1946, when it dissolved itself.*

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

### 1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources.

[7]

## Specimen answer

*These two sources do agree in some ways. They both say that the League was successful in sorting out the dispute between Finland and Sweden over the Aaland Islands. They also agree that the League was successful when small, rather than major, powers were involved. The sources also disagree. Source B says that the clash between Britain and Turkey over Mosul showed that the League could be successful when major powers were involved, while Source A suggests it was not effective when major powers were involved. It says that the League 'was much less effective' when it was not dealing with minor powers. Source A also talks about the*

### Specimen answer, continued

*League's success in dealing with slavery and drugs. Source B does not say anything about this. Overall, Source B is positive about the League 'a contribution to the shaping of the contemporary world', while Source A is negative 'the League became an increasing irrelevance'.*

### Examiner comment

This was a good answer because it made specific comparisons. It addressed the question straight away by immediately identifying ways in which the two sources agree. These agreements were clearly and adequately explained. The candidate then explained a valid example of a disagreement. As shown in this answer, disagreements usually need to be explained in rather more detail because candidates need to be specific about what each source says. At this stage, the answer belonged in Level 4 with 6 marks. The candidate then explained that Source A contains some details that are not in Source B. By itself, this part of the answer would be placed in Level 2, but it did not move this answer any higher in the mark scheme. However, the answer did reach Level 5 – 7 marks – at the end because the candidate summed up, and compared, the overall messages of the two sources: Source A is mostly negative about the League, while Source B is mostly positive. This was supported by two well-chosen quotations.

### Common mistakes

In comparison questions like this one, some candidates summarised each source in turn and failed to make any direct comparisons. These answers were placed in the bottom level of the mark scheme.

Other candidates attempted comparisons but only identified the area of agreement or disagreement without making a proper comparison e.g. 'These two sources agree about the dispute over the Aaland Islands' or 'These two sources disagree about the League dealing with major powers'.

## 2 Study Sources C and D.

How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.

[8]

### Specimen answer

*These two cartoons are very different. In Source C the League in its first year is represented by a dog. It is meant to be protecting civilisation but it is small and is being laughed at by war. This shows the League as being weak and ineffective. However, the rest of the cartoon shows the dog (the League) getting stronger over time and by 1922 the League is strong and able to deal with war. The message of the cartoonist is that the League was getting stronger and stronger so that by 1922 it can do its job of preventing war. The message of Source D is different. The League is able to deal with the dispute between Bulgaria and Greece. Greece invaded Bulgaria and the League ordered it to pay Bulgaria compensation. However, the cartoon mocks Bulgaria and Greece by showing them as not very powerful and their dispute as being not very serious. The message of the cartoon is that the League can only deal with minor disputes between weak countries. These two cartoons are not similar because the cartoonist of Source C approves of the League and thinks it will be strong enough to do its job, while the cartoonist of Source D is mocking the League because it can only deal with minor disputes.*

### Examiner comment

In answering a comparison question such as this one, first it is important to find something that connects the two sources and that enables them to be compared. In this case, it was the fact that both cartoons are about the League of Nations. This answer reached the top level of the mark scheme because it compared the points of view of the two cartoonists about the League. The candidate used the details of Source C to explain its big message. It is important to note that the candidate did not just describe the details of the cartoon but used them to explain the main point that the cartoonist wanted to make about the League. The candidate then used the details of Source D to explain how its big message was different to that of Source C. By this stage the answer had reached Level 6 (Compares big messages). The final sentence of the answer was crucial because it moved the answer to the top level of the mark scheme. The candidate did this by directly comparing the points of view of the two cartoonists: C approved of the League, while D mocked it. The answer was awarded 8 marks.

### Common mistakes

One common error was that candidates often described cartoons without interpreting them. The question asked how similar the two cartoons were. To achieve high marks, candidates needed to compare the **messages** of the cartoonists rather than the obvious description. To achieve top marks, candidates needed to infer from these messages the cartoonists' points of view about the League.

Another error was for candidates to analyse both sources perfectly adequately but fail to directly compare them. This was sometimes caused by the fact that candidates failed to find the point of comparison between the two sources: that they both have something to say about the League.

Finally, some candidates compared sub-messages of cartoons but failed to compare the big point that each cartoonist wanted to make. An answer that explained that both cartoons suggest war was a threat to the

### Common mistakes, continued

League belonged in Level 3 of the mark scheme. It was valid, but it missed the big, overall point of the two cartoonists.

### 3 Study Source E.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

#### Specimen answer

*The cartoonist's message is about the failure of the League to deal with the Japanese invasion of Manchuria. The Japanese invaded in September 1931 and this cartoon was published a couple of months later when the League had done very little to stop Japan. The cartoon shows that the League is not going to deal properly with the Japanese invasion of Manchuria. It set up the Lytton Commission but the cartoonist suggests this will be a waste of time. The cartoonist seems to be suggesting that the Japanese will be allowed to enquire into themselves. The statue on the right shows the League's principles have been covered over, meaning that they had been forgotten. The cartoonist's message is that in 1932 the League will be useless. It will give in to Japan and allow Japan to get away with the invasion. The cartoonist is criticising the League.*

#### Examiner comment

This answer had a tight focus on the question. This was helped by the first sentence where the question was directly addressed. The candidate placed the cartoon in its historical context and then used some of the details in the source to explain the big message – that the League will give in to Japan and allow it to get away with its invasion of Manchuria. By this stage the answer had reached Level 5. However, the answer then added that the cartoonist is criticising the League. This gave us the cartoonist's point of view and placed the answer in Level 6, 8 marks.

#### Common mistakes

Some candidates got distracted by the detail in cartoons. They tried to write about every detail and forgot to work out the overall, big point that the cartoonist was making. It was possible to write about various sub-messages of this cartoon e.g. that the League's principles are being ignored, or the Commission of Enquiry will be a waste of time, and to miss the big point that was being made – the predicted failure of the League.

The question asked about the **cartoonist's** message – rather than just the message of the cartoon. Some candidates missed the significance of this. They explained a valid message but forgot to go on and infer from the message the cartoonist's point of view – in this case about the League. Most cartoons are produced to convey the cartoonist's point of view. Candidates should look out for this.

**4 Study Source F.**

Are you surprised by this source? Explain your answer using details of the source and your knowledge.

[8]

**Specimen answer**

*I am not at all surprised by this source because Chamberlain is trying to defend the British government and make sure it is not blamed for the failure of the League over the Italian invasion of Abyssinia. By June 1936 this failure was clear. The League had imposed some sanctions on Italy but not those that would hurt such as oil and coal. Britain and France had even gone behind the back of the League and tried to make a secret deal that would have given Italy most of Abyssinia. In this speech Chamberlain claims that the British government had fully supported the policy of collective security. He is arguing that the League simply was not capable of keeping the peace around the world and people should not expect it to. However, it was partly Britain's fault that the League had not stood up to Italy. This was because Britain wanted Italy as an ally against Hitler's Germany. I am not at all surprised that Chamberlain is making excuses and trying to argue that the League could not keep the peace. He is doing this to hide the fact that the failure of the League was largely Britain's fault.*

**Examiner comment**

The strengths of this answer included the focus on the question, the focus on the main point that Chamberlain is trying to make and the use of relevant contextual knowledge to support the candidate's argument. It began well by directly addressing the question in the first sentence. The rest of the answer supported and explained the first sentence. The candidate then set the source in its historical context. This laid the basis for what the candidate was going to argue. There would be good reasons for a candidate to explain why they **were** surprised by what Chamberlain is saying – for example, that he claims Britain supported collective security, when over the case of Abyssinia, it clearly did not. This would have reached Level 4 of the mark scheme. However, this candidate was **not** surprised by the source, for sound contextual reasons that are clearly explained: Chamberlain is trying to cover up Britain's responsibility for the failure of the League. This answer was placed in Level 4.

There are other possible reasons for not being surprised by the source – for example, that Chamberlain argues that by June 1936 it was not possible to save the independence of Abyssinia. However, this is not the overall point that Chamberlain wants to make. This is that Britain was not to blame for the failure of the League; it failed because it did not have enough power.

**Common mistakes**

In response to 'surprise' questions some candidates analysed the source and demonstrated relevant contextual knowledge, but failed to state whether they were surprised or not surprised.

Another common mistake was to focus on just one part of the source rather than respond to the overall argument that the author was making. As stated above, it would be possible to argue that it is **not** surprising that Chamberlain thought the independence of Abyssinia could not be saved. However, this is not the overall point that Chamberlain wants to make. Such an answer would therefore reach only Level 3 of the mark scheme.

### Common mistakes, continued

Finally, some candidates tried to answer questions such as this one without using contextual knowledge. This rarely led to strong answers. The strongest reasons for being surprised or not surprised by a source will always come from the candidate's contextual knowledge.



**5 Study Sources G and H.**

How far does Source G prove that Source H is wrong? Explain your answer using details of the sources and your knowledge. [7]

**Specimen answer**

*I think that Source G proves that Source H is wrong. Litvinov argues in Source G that the League failed because it did not stand up to aggressive nations and no collective action was taken by the League against them. On the other hand, Lester argues in Source H that the League had important achievements, especially in areas such as social and economic, and managed to prevent wars as in the case over the Aaland Islands. The two sources therefore disagree about the effectiveness of the League. Source H is wrong because it is by the Secretary-General of the League in its final session. Being in charge of the League he was biased and would want to persuade everyone that he and the League were successful. The United Nations was being set up at this time and he was probably trying to argue that international organisations could work to give the United Nations a good start. Source H is also wrong because it was clear by that time that the League had failed over Manchuria, Abyssinia and the Second World War. Source G does prove that Source H is wrong.*

**Examiner comment**

This answer was placed in Level 5 with 7 marks. The candidate realised that two important moves are necessary to answer this question well. First, the sources need to be compared. Second, one or both of the sources needs to be evaluated. For example, if the candidate decides that Source G cannot be trusted, then it cannot be used to prove that Source H is wrong. In this answer the two sources were compared and their differences clearly explained. The candidate then evaluated Source H as unreliable to argue that Source G does prove that Source H is wrong. This fulfilled the requirements of the top level of the mark scheme.

An alternative way of reaching the same level would have been to argue that Source G does **not** prove Source H is wrong because Source G cannot be trusted. The Soviet Union had joined the League in 1934 but regarded it as a capitalist club and was highly critical of how it operated.

**Common mistakes**

In response to questions such as this, some candidates analysed both sources well but never actually reached a clear conclusion about whether they thought that one source proved the other to be wrong.

Other candidates evaluated the sources but failed to compare them. The starting point for answers should always be to compare the two sources. However, some candidates thought that comparing the two sources was all that needed to be done. This was not the case because the fact that the two sources disagree does not necessarily mean that one proves the other to be wrong. One or both of the sources needed to be evaluated.

**6 Study all the sources.**

How far do these sources provide convincing evidence that the League of Nations was a failure? Use the sources to explain your answer. [12]

**Specimen answer**

*I think that some of these sources do prove that the League of Nations was a failure. Sources A, E, F and G all do this. Source A states that the League 'ended in failure'. It claims that after Abyssinia it was irrelevant. Source E mocks the League. It shows that it has forgotten its principles and predicts it will give in to Japan in 1932. In Source F, Chamberlain makes clear that the League failed over Abyssinia and says that the League 'could no longer be relied upon to secure the peace of the world'. In Source G Litvinov argues very strongly that the League was a failure by saying that it failed to stand up to aggressive nations and this had resulted in three wars and possible a fourth. On the other-hand Source C argues that the League was successful. It shows that by 1922 it had become strong enough to be able to protect civilisation from the threat of war. The cartoonist shows this by the dog getting stronger and stronger over the years. However, I do not think that some of these sources can be trusted. Sources like E and F are biased and have a particular point of view to put across.*

**Examiner comment**

This answer was well organised and clear. The candidate attempted to explain how some sources support the hypothesis and some disagree with it. There was then an attempt at evaluating sources. The answer began well by identifying four sources that support the hypothesis and explaining how they do this. These explanations were brief but to the point and perfectly adequate. Specific references were made to key points in each of the sources, sometimes by using relevant quotations. This ensured that the answer avoided being general and vague. The candidate then explained how other sources disagree with the hypothesis. Here, only Source C was used. Higher marks could have been achieved by using more sources. At the end of the answer there was an attempt at evaluating the sources, but this was inadequate consisting of no more than an assertion about the sources being biased. To be credited with marks, evaluation needed to be developed using contextual knowledge or focusing on the purpose of sources. This answer was placed in Level 3 with 8 marks. More sources disagreeing with the hypothesis were needed to gain higher marks in Level 3.

**Common mistakes**

Question 6 always carries 12 marks and it is important that candidates answer it and that they understand what they need to do. Some candidates missed it out. Others answered it before attempting the earlier questions. This was a not a good idea. Answering Questions 1–5 first and using the related sources would have put candidates in a much stronger position to answer Question 6 well.

Some candidates attempted to answer this question without using the sources. They in effect wrote an essay about the topic. Such answers were placed in Level 1 of the mark scheme.

Another common mistake was to make general claims about groups of sources. As can be seen in the answer above it is useful to organise the sources into two groups: those supporting and those disagreeing with the hypothesis. Once this has been done, there should follow a separate explanation for each source.

### Common mistakes, continued

Some candidates identified relevant individual sources but then made general claims about them. The mark scheme makes clear that there must be reference to source content (this can be, but does not have to be, a quotation) followed by an explanation of how this content supports or does not support the hypothesis.

Cambridge Assessment International Education  
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
t: +44 1223 553554  
e: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

Copyright © UCLES February 2020