



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

0470/22

Paper 2

March 2017

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the March 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is a registered trademark.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **9** printed pages.

Option A: 19th Century topic

Question	Answer	Marks
1	<p>Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.</p> <p>Level 5 Compares big messages [7] A is more sympathetic/understanding towards Lincoln's position, B is critical of Lincoln</p> <p>Level 4 Agreement and disagreement of detail or sub-messages [5–6]</p> <p>Level 3 Agreement or disagreement of detail or sub-messages [3–4]</p> <p>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]</p> <p>Or</p> <p>Level 2 Compares the provenance of the sources [2]</p> <p>Level 1 Writes about the sources but makes no valid comparison [1]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	7

Question	Answer	Marks
2	<p>Study Sources C and D. How far does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 Compares the sources and evaluates both [8]</p> <p>Level 5 Compares the sources and evaluates one of them [7]</p> <p>Level 4 Explains surprise/no surprise for C but no valid use of D [6]</p> <p>Level 3 Answers based on agreements/disagreements [4–5]</p> <p>Level 2 Answers based on undeveloped provenance [2–3]</p> <p>Level 1 Writes about the sources but does not address the question [1]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	8

Question	Answer	Marks
3	<p>Study Source E. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.</p> <p>Level 5 Cartoonist's point of view – big message plus critical of Lincoln for not supporting emancipation [7]</p> <p>Level 4 Interprets big message of cartoon [5–6] For Lincoln, saving the Union is more important than saving the slave</p> <p>Level 3 Interprets sub-message of the cartoon [3–4] Or cartoonist's point of view without message of cartoon</p> <p>Level 2 Misinterpretation of the cartoon [2]</p> <p>Level 1 Surface description of the cartoon [1]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	7

Question	Answer	Marks
4	<p>Study Sources F and G. Which source do you trust more about Lincoln? Explain your answer using details of the sources and your knowledge.</p> <p>Level 4 Answers based on purpose in context for F and on Douglass' perspective on Lincoln by 1881 (higher mark for both sources) [7–8]</p> <p>Level 3 Answers based on cross-reference (higher mark for both sources) [4–6]</p> <p>Level 2 Undeveloped use of provenance (higher mark for both sources) [2–3]</p> <p>Level 1 Unsupported assertions [1]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	8

Question	Answer	Marks
5	<p>Study Source H. Why was this source published in August 1862? Explain your answer using details of the source and your knowledge.</p> <p>Level 5 Explains the big message in specific context of emancipation [8]</p> <p>Level 4 Explains the big message – Lincoln has agreed to emancipation so black Americans will fight for the North or black Americans now have a duty to fight for the North [6–7]</p> <p>Level 3 Explains context only – fails to explain message of source Award 5 marks for specific context of Emancipation [3–5]</p> <p>Or</p> <p>Level 3 Explains a valid sub-message [3–5]</p> <p>Level 2 Interprets cartoon or describes the context – but not used as a reason for publication [2]</p> <p>Level 1 Surface descriptions of the source [1]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	8

Question	Answer	Marks
6	<p>Study <u>all</u> the sources. How far do these sources provide convincing evidence that Lincoln really believed in emancipation? Use the sources to explain your answer.</p> <p>Level 3 Uses sources to support and reject the statement [7–10]</p> <p>Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).</p> <p>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.</p> <p>Use Y in the margin for each source use in support of the statement and N for each source use rejecting the statement.</p> <p>Y – Sources A, C, D, G, H</p> <p>N – Sources A, B, C, E, F, H</p> <p>Level 2 Uses sources to support or reject the statement [4–6]</p> <p>Level 1 No valid source use [1–3]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	12

Option B: 20th Century topic

Question	Answer	Marks
1	<p>Study Source A. What is the cartoonist's message? Explain your answer using details of the source.</p> <p>Level 5 Cartoonist's point of view [7] Level 4 plus explicit approval of cartoonist of US actions</p> <p>Level 4 Interprets big message of cartoon [6] UN intervention in Korea shows the UN is not going to make the same mistakes as the League did</p> <p>Level 3 Interprets sub-message of the cartoon [3–5] Include here cartoonist's approval without big message Reserve the 5 marks for big message without context of Korea</p> <p>Level 2 Misinterpretation of the cartoon [2]</p> <p>Level 1 Surface description of the cartoon [1]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	7

Question	Answer	Marks
2	<p>Study Sources B and C. Why do these two sources differ about events in Korea? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 Uses contextual knowledge to explain different purposes [7] Must have impact on intended audience – otherwise place in Level 5 (Allow to make audience 'believe' something) (Allow purpose just on one)</p> <p>Level 5 Developed use of provenance – explains why these two authors would have different perspectives in this context [5–6]</p> <p>Level 4 Cross-references on C to explain Gromyko is lying and this is why they differ [4]</p> <p>Level 3 Explains how they differ rather than why [3]</p> <p>Level 2 Undeveloped use of provenance [2] Include here C is lying undeveloped</p> <p>Level 1 Unsupported assertions [1]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	7

Question	Answer	Marks
3	<p>Study Sources D and E. Does Source E make Source D surprising? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 Compares the sources and evaluates both [8]</p> <p>Level 5 Compares the sources and evaluates one of them [7]</p> <p>Level 4 Explains surprise/no surprise for D but no valid use of E [6] Evaluates E, no comparison with D but must state whether E makes D surprising or not</p> <p>Level 3 Answers based on agreements/disagreements [4–5]</p> <p>Level 2 Answers based on undeveloped provenance or valid analysis but does not say if surprised [2–3]</p> <p>Level 1 Writes about the sources but does not address the question or says whether surprised or not without a reason [1]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	8

Question	Answer	Marks
4	<p>Study Sources F and G. Do you believe Truman in Source F? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 Evaluates Truman on basis of purpose in context [8]</p> <p>Level 5 Cross-references to other sources to check Truman's claims [6–7] Or uses contextual knowledge to evaluate Truman's claims</p> <p>Level 4 Explains based on comparison of content of Sources F and G [4–5]</p> <p>Level 3 Undeveloped use of provenance [3] Or uses cross reference to check Truman's claims about the League</p> <p>Level 2 Analyses sources without stating if Truman is believed [2]</p> <p>Level 1 Unsupported assertions [1]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	8

Question	Answer	Marks
5	<p>Study Source H. Why was this source published in Eastern Europe in 1950? Explain your answer using details of the source and your knowledge.</p> <p>Level 6 Explains purpose in context of the Korean War in 1950 [8]</p> <p>Level 5 Explains the purpose of the source (must have intended impact on audience) [7]</p> <p>Level 4 Cartoonist's opinion – cartoon is condemning MacArthur [6]</p> <p>Level 3 Explains valid messages [3–5]</p> <p>Or</p> <p>Level 3 Explains context only – fails to explain message or purpose of source [3–4]</p> <p>Level 2 Interprets source or describes the context – but not used as a reason for publication [2] Or treats publication of source as conveying information</p> <p>Level 1 Surface descriptions of the source [1]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	8

Question	Answer	Marks
6	<p>Study <u>all</u> the sources. How far do these sources provide convincing evidence that American intervention in Korea in 1950 was justified? Use the sources to explain your answer.</p> <p>Level 3 Uses sources to support and reject the statement [7–10]</p> <p>Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).</p> <p>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.</p> <p>Use Y in the margin for each source use in support of the statement and N for each source use rejecting the statement.</p> <p>Y – Sources A, B, (D), E, F, G</p> <p>N – Sources C, D, E, (G), H</p> <p>Level 2 Uses sources to support or reject the statement [4–6]</p> <p>Level 1 No valid source use [1–3]</p> <p>Level 0 No evidence submitted or a response does not address the question [0]</p>	12