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HISTORY

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MARK SCHEME

Maximum Mark: 50

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

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

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

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

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