Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY **0470/22**

Paper 2 **March 2017**

MARK SCHEME

Maximum Mark: 50

Published

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Option A: 19th 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.** **Level 5** Compares big messages **[7]** A is more sympathetic/understanding towards Lincoln's position, B is critical of Lincoln **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 **[2]** **Or** **Level 2** 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 a response does not address the question **[0]**	**7**

Question	Answer	Marks
2	**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.** **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 C but no valid use of D **[6]** **Level 3** Answers based on agreements/disagreements **[4–5]** **Level 2** Answers based on undeveloped provenance **[2–3]** **Level 1** Writes about the sources but does not address the question **[1]** **Level 0** No evidence submitted or a response does not address the question **[0]**	**8**

Question	Answer	Marks
3	**Study Source E. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5** Cartoonist's point of view – big message plus critical of Lincoln for not supporting emancipation **[7]** **Level 4** Interprets big message of cartoon **[5–6]** For Lincoln, saving the Union is more important than saving the slave **Level 3** Interprets sub-message of the cartoon **[3–4]** Or cartoonist's point of view without message of cartoon **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]**	**7**

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

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Question	Answer	Marks
5	**Study Source H. Why was this source published in August 1862? Explain your answer using details of the source and your knowledge.** **Level 5** Explains the big message in specific context of emancipation **[8]** **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]** **Level 3** Explains context only – fails to explain message of source **[3–5]** Award 5 marks for specific context of Emancipation **Or** **Level 3** Explains a valid sub-message **[3–5]** **Level 2** Interprets cartoon or describes the context – but not used as a reason for publication **[2]** **Level 1** Surface descriptions of the source **[1]** **Level 0** No evidence submitted or a response does not address the question **[0]**	**8**

Question	Answer	Marks
6	**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.** **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 Y in the margin for each source use in support of the statement and N for each source use rejecting the statement. Y – Sources A, C, D, G, H N – Sources A, B, C, E, F, H **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 a response does not address the question **[0]**	**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.** **Level 5** Cartoonist's point of view **[7]** Level 4 plus explicit approval of cartoonist of US actions **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 **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 **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]**	**7**

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.** **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) **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 **[2]** Include here C is lying undeveloped **Level 1** Unsupported assertions **[1]** **Level 0** No evidence submitted or a response does not address the question **[0]**	**7**

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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.** **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 **[6]** Evaluates E, no comparison with D but must state whether E makes D surprising or not **Level 3** Answers based on agreements/disagreements **[4–5]** **Level 2** Answers based on undeveloped provenance **[2–3]** or valid analysis but does not say if surprised **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]**	**8**

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.** **Level 6** Evaluates Truman on basis of purpose in context **[8]** **Level 5** Cross-references to other sources to check Truman's claims **[6–7]** Or uses contextual knowledge to evaluate Truman's claims **Level 4** Explains based on comparison of content of Sources F and G **[4–5]** **Level 3** Undeveloped use of provenance **[3]** Or uses cross reference to check Truman's claims about the League **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]**	**8**

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

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Question	Answer	Marks
6	**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.** **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 Y in the margin for each source use in support of the statement and N for each source use rejecting the statement. Y – Sources A, B, (D), E, F, G N – Sources C, D, E, (G), H **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 a response does not address the question **[0]**	**12**