UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2010 question paper

for the guidance of teachers

0470 HISTORY

0470/22 Paper 22, maximum raw mark 50

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.

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UNIVERSITY of CAMBRIDGE
International Examinations

19th Century Option
DID SLAVERY CAUSE THE AMERICAN CIVIL WAR?

1 Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.

Level 1 Writes about the sources but makes no valid comparison [1]

Level 2 Identifies information which is in one source but not in the other [2]

Level 3 Identifies/explains agreement and or disagreement over details [3]

Level 4 Explains agreement or disagreement over the main issue, i.e. the causes of the Civil War [4–5]

Level 5 Explains agreement and disagreement over the main issue [6]

Level 6 Makes a holistic comparison about causation e.g. A deals with a trigger, B with a long-term cause; war was not inevitable in either source [7]

2 Study Sources C and D. Does Source D prove that Stephens (Source C) was wrong? Explain your answer using details of the sources and your knowledge.

Level 1 Writes about the sources without making a valid match [1]

Level 2 Answers based on undeveloped provenance [2]

Level 3 Identifies the mismatch, and uses it to reach a conclusion about proof [3]

Level 4 Evaluates one source by either cross referencing to other sources or by contextual reference to its purpose. Does not use this as a basis for comparison with the other source [4–5]

Level 5 Compares the two sources and evaluates one or both via cross reference [6–7]

Level 6 Compares the two sources and evaluates one or both by considering purpose in context [8]

3 Study Source E. Are you surprised by this cartoon? Explain your answer using details of the source and your knowledge.

Level 1 Describes the cartoon with no mention of surprise [1]

Level 2 Simply identifies what is surprising/not surprising, without explanation
or
misinterpretations of the cartoon [2]

Level 3 Surprised – explained, but not in the context of John Brown [3–5]

Level 4 Not surprised, explained in the context of John Brown/the situation in 1859. Higher mark for specific use of Brown [6–7]

Level 5 Contextual explanation of surprised/not surprised based on the purpose of the publication of the cartoon [8]

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4 Study Sources F and G. How would Lincoln have reacted to Source F? Explain your answer using details of the sources and your knowledge.

Level 1 Writes about the sources without addressing the question [1]

Level 2 Identifies points of agreement/disagreement without valid explanation [2]

Level 3 Identifies details of agreement or disagreement with a valid explanation [3–4]

Level 4 Identifies details of agreement and disagreement with a valid explanation [5–6]

Level 5 Explains that Lincoln would be sympathetic to the idea in F that that the dispute should be resolved/war should be avoided [7]

Level 6 Explains that Lincoln would disagree with F as he saw that the South was determined to cause a war [8]

NB In Levels 5 and 6 Source F is dealt with as a whole, the comparison is not just with particular sections of it.

5 Study Source H. What is the message of this cartoon? Explain your answer using details of the source and your knowledge.

Level 1 Describes the cartoon [1]

Level 2 Misinterpretations of the cartoon [2]

Level 3 Sub-messages i.e. only dealing with elements of the cartoon e.g. they are breaking up the Union. High marks for supported answers [3–5]

Level 4 The 'big message' i.e. deals not just with the split, but also the implications of the split for the slave [6]

Level 5 The 'big message' plus the cartoonist's view i.e. the cartoonist is criticising the quarrel, e.g. the cartoonist is criticising how foolish the North and the South are for breaking up the Union, and nobody but the slave can benefit from what will happen [7]

6 Study all the sources. Do these sources provide convincing evidence that the Civil War was caused by the issue of slavery? Use the sources to explain your answer.

Level 1 No valid source use [1–3]

Level 2 Uses sources to support or reject the statement [4–6]

Level 3 Uses sources to support and reject the statement [7–10]

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 support of the statement, and a N for each source rejection of the statement.

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20th Century Option
HOW FAR WAS GORBACHEV RESPONSIBLE FOR THE COLLAPSE OF COMMUNIST CONTROL IN EASTERN EUROPE?

1 Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.

Level 1 Uses sources but no valid comparison [1]
or
Compares provenance of the sources [1]

Level 2 Identifies something one source says which the other source does not mention [2]

Level 3 Finds disagreements of detail [3]

Level 4 Finds agreements of detail [4]

Level 5 Finds agreements and disagreements of detail [5]

Level 6 The 'big' disagreement – i.e. in A the failure of nerve of the Elites is decisive, in B its Gorbachev [6]

Level 7 Answers 'how far' – qualification of the big disagreement, they both agree that Gorbachev was important [7]

2 Study Source C. What is the message of this cartoon? Explain your answer using details of the source and your knowledge.

Level 1 Surface description of the cartoon [1]

Level 2 Misinterpretations of the cartoon e.g. the lions represent opposition in Russia [2]

Level 3 Valid sub-messages e.g. people are unhappy with the reforms, Gorbachev wants reform [3–4]

Level 4 The big message – things are going wrong for Gorbachev/his policies [5–6]

Level 5 Big message – includes cartoonist's point of view of what is happening i.e. he is critical of Gorbachev/his policies [7–8]

N.B. Higher mark in L3 – L5 for support from source/context.

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3 Study Sources D and E. Is one of these sources more useful than the other? Explain your answer using details of the sources and your knowledge.

Level 1 Fails to address utility – writes about the sources [1]

Level 2 Answers based on undeveloped use of provenance [2–3]

Level 3 Explains how they are useful because of the information they provide about the Berlin Wall [3–5]
or
Explains how they are not useful because of what a source does not tell us about the Berlin Wall i.e. something specific about the wall that is omitted [3–4]

Level 4 Both aspects of Level 3 [6]

Level 5 Evaluation of D and/or E to determine utility e.g. by cross reference to Source E, e.g. by doubting reliability of E because he is glorifying his own role/dissociating himself from unpleasant East German regime [7-8]

4 Study Source F. How reliable is this source as evidence about the fall of the Berlin Wall? Explain your answer using details of the source and your knowledge.

Level 1 It is reliable because of what it says, i.e. uncritical acceptance of what it says [1]

Level 2 Undeveloped use of provenance of sources, e.g. reliable because it was written at the time [2]

Level 3 Unreliable because of the tone/language of the source e.g. it is over the top – must give an example from the source [3]

Level 4 Reliable – uses generalised cross-reference to confirm what is in the source [4]

Level 5 Cross-references to other sources OR to specific knowledge to evaluate the source [5–6]

Level 6 Evaluates content of source using West German provenance e.g. it is limited because of its perspective, or it is reliable because this is what people thought – must use knowledge [6–7]

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5 Study Source G. Why was this cartoon published in 1989? Explain your answer using details of the source and your knowledge.

Level 1 Surface description of the cartoon [1]

Level 2 Answers based on misinterpretations of the cartoon [2]

Level 3 Valid sub-messages of the cartoon (these will only deal with one side of the cartoon) [3–4]

Level 4 Context on its own, i.e. explains why 1989 [5]

Level 5 Answers that argue that the message is that the Communists/Gorbachev is dependent on the West/capitalism
Award 7 marks if in addition explains why 1989 [6]+1

Level 6 Answers that argue that the message is that capitalism is Superior to Communism
Award 8 marks if in addition explains why 1989 [7]+1

NB Somewhere in the answer there must be an explicit statement that they are giving a reason for the publication of the cartoon.

6 Study all the sources. Do these sources provide convincing evidence that Gorbachev was responsible for the collapse of Communist control of Eastern Europe? Use the sources to explain your answer.

Level 1 No valid source use [1–3]

Level 2 Uses sources to support or reject the statement [4–6]

Level 3 Uses sources to support and reject the statement [7–10]

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.

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