CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0470 HISTORY

0470/22 Paper 2, 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.

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 May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

OPTION A: 19TH CENTURY TOPIC

1 Study Sources A and B. How similar are these two sources? details of the sources.

Level 0 No evidence submitted or response does not address the

Level 1 Writes about the sources but makes no valid comparison

Level 2 Identifies information that is in one source but not in the o
are about the same subject

OR

Compares the provenance of the sources [2]

Level 3 Agreement or disagreement of detail or sub-messages [3–4]

Level 4 Agreement and disagreement of detail or sub-messages [5]

Level 5 Both sources say Reconstruction was a failure or A is more positive about Reconstruction than B [6]

Level 6 Either Level 5 with a qualification [7]

2 Study Source C. How surprised are you by this source? Explain your answer using details of the source and your knowledge. [8]

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Writes about the source, but fails to address the question [1]

Level 2 Valid analysis of source, but fails to state whether surprised or not

OR

Identifies what is/ what is not surprising, but no explanation [2]

Level 3 Assertions based on everyday empathy [3–4]

Level 4 Matches or mismatches with other sources including Background Information [5–6]

Level 5 Uses contextual knowledge to be surprised or not surprised [7–8]

3 Study Source D. What is the cartoonist's message? Explain y the sources and your knowledge.

Level 0 No evidence submitted or response does not address the

Level 1 Surface description of the cartoon

Level 2 Misinterpretation of the cartoon

Level 3 Interprets sub-message of the cartoon
(e.g. Southern white men need help; President Grant's passive role) [3–5]

Level 4 Interprets big message of cartoon – cartoonist's opinion
Must be a criticism about the South's attitude towards Reconstruction [6–7]

4 Study Sources E and F. How far would these two cartoonists have agreed with each other? Explain your answer using details of the sources and your knowledge. [8]

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Surface comparisons [1]

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

Level 3 Interprets valid sub-message of one or both sources – no valid comparison [3]

Level 4 Interprets big message of one/both sources – no valid comparison [4]

Level 5 Compares valid sub-messages (includes disagreement about what was happening) [4–6]

Level 6 Compares big messages – compares the points of view of the cartoonists (disagreement over whether Reconstruction is successful

OR

Cartoonists are sympathetic towards Black Americans [7]

Level 7 Both big messages listed in Level 6 [8]

5 Study Source G. Why was this source published at that time details of the sources and your knowledge.

Level 0 No evidence submitted or response does not address the

Level 1 Surface description of the source/claims that the source information

Level 2 Context only – e.g. about Reconstruction or KKK

Level 3 Explains message of source e.g. published to show how unpleasant white racists were; lots of problems in the South; KKK is a real problem [5–6]

Level 4 Purpose of source explained – must have intended impact on audience [7]

Level 5 Purpose of source explained in context (e.g. problems that existed with Reconstruction in general) [8]

6 Study all the sources. How far do these sources provide convincing evidence that Reconstruction was a failure? Use the sources to explain your answer. [10]

Level 0 No evidence submitted or response does not address the question [0]

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]

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 used in support of the statement, and N for each source used rejecting the statement.

Yes	No
A B C D F G	A B C D E

OPTION B: 20TH CENTURY TOPIC

1 Study sources A and B. How far do these two source agree? details of the sources?

Level 0 No evidence submitted or response does not address the

Level 1 Writes about the source but makes no valid comparison

Level 2 Identifies information that is in one source but not in the o are about the same subject

OR

Compares the provenance of the sources [2]

Level 3 Agreements of detail (e.g. Germany hated Versailles; Treaty caused anger; Clemenceau wanted security) [3–5]

Level 4 Disagreement about harshness (e.g. A–Treaty could have been harsher; B–says it was very harsh; A –reaction of Germany not justified; B–reaction of Germany was justified) [6]

Level 5 Compares point of view of author (e.g. A – author approves/ B – author disapproves A says Treaty as good as could be expected; B critical of Treaty, the treaty was /was not fair. [7]

2 Study Sources C and D. How far does Source C prove that Source D to be wrong? Explain your answer using details of the sources and your knowledge. [8]

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Writes about the sources, fails to address the question [1]

Level 2 Undeveloped provenance [2–3]

Level 3 Compares sources for differences/agreements to say whether C proves D is wrong [4–5]

Level 4 Evaluates Source D with no reference to C. [6]

Level 5 Shows how sources differ and evaluates one on basis of purpose to say if D is wrong [7]

Level 6 Shows how sources differ and evaluates BOTH on the basis of purpose to say if D is wrong or right [8]

3 Study Sources E and F. How far would the two cartoonists ha
Explain your answer using details of the sources and your kn

Level 0 No evidence submitted or response does not address the

Level 1 Surface comparison

Level 2 Answers based on use of undeveloped provenance

Level 3 Interprets valid sub-message of one or both sources–no

Level 4 Interprets big message of one/both sources – no valid comparison [4]

Level 5 Compares valid sub-messages [4–6]

Level 6 Compares big messages – compares the points of view of the cartoonists about reparations – Germany was suffering because of the reparations. [7]

Level 7 As for Level 6, but qualifies answer with a difference, (e.g. Friendless in E but Germany has a sympathiser in F) [8]

4 Study Source G. why was this source published in 1921? Explain your answer using details of the source and your knowledge. [8]

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Surface descriptions of the source [1]

Level 2 Misreadings of the cartoon

OR

Interprets cartoon or describes the context – but not used as a reason for publication [2]

Level 3 Explains context only - fails to explain message or purpose of the source (Allow general context about German economy)

OR

Explains a valid sub-message [3–4]

Level 4 Explains the big message. This could be an interpretation of the cartoon or the cartoonist's point of view. Germany is pretending plus the Allies were refusing to help = 5 marks; Germany was pretending and the Allies were not deceived =6 marks. [5–6]

Level 5 Explains the purpose of the cartoon (MUST have intended impact on audience) [7]

Level 6 Explains the purpose of the cartoon in context of 1921(e.g. inflation or the reparations figure fixed) [8]

5 Study Source H. Are you surprised by this source? Explain y the source and your knowledge.

Level 0 No evidence submitted or response does not address the

Level 1 Writes about the sources but fails to address the questio

Level 2 Valid analysis of source, but fails to state whether surpris

OR

Identifies something is surprising/not surprising without explanation [2]

Level 3 Assertions based on everyday empathy

OR

Asserts that DLG wanted a fair treaty therefore not surprised (no detail/ development – only general reasons given) [3]

Level 4 Matches or mismatches with other sources or Background Information (if the information used is in the sources or in the Background Information – place in this level) [4–5]

Level 5 Uses contextual knowledge to be surprised or not surprised (Using contextual knowledge to test an aspect of H = 6;only 7 marks if they are using the source a whole – using DLG's overall point of view in H). Information used as knowledge must not be in sources or Background Information) [6–7]

6 Study all the sources. How far do these sources provide convincing evidence that the German reaction to the Treaty of Versailles could be justified? Use the sources to explain your answer. [10]

Level 0 No evidence submitted or response does not address the question [0]

Level 1 No valid source use [1–3]

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

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

Award up to 2 bonus marks for evaluation of sources (no more than 1 mark 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 used in support of the statement, and N for each source use rejecting the statement.

Y	**N**
A B C D E F H	A B D G H