CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0470 HISTORY

0470/23 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

HOW FAR DID WHITE AMERICANS IN THE SOUTH SUFFER F

1 Study Sources A and B.

How far do these two sources agree? Explain your answer us

Level 0 No evidence submitted or does not address the question.

Level 1 Writes about the sources, no valid comparison. [1]

Level 2 Identifies information that is in one source but not in the other or states that the sources are on the same topic. [2]
OR
Compares the provenance of the sources. [2]

Level 3 Agreement of detail/sub message
e.g. South initially lost control of states' government and/or disagreement
e.g. in A Democrats controlled the South while in B Northern Carpetbaggers controlled the South [3–4]

Level 4 Agreement and disagreement of detail or sub-message. [5–6]

Level 5 Compares the Big Messages *e.g. in A that Reconstruction was lenient and generous while in B, Reconstruction lead to constant conflict* [7]

2 Study Source C.

Why was this source published in 1866? Explain your answer using details of the source and your knowledge. [8]

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

Level 1 Surface description of the source. [1]

Level 2 Misreading of the cartoon. [2]
OR
Interprets the poster or describes the context – but not used as a reason for publication. [2]

Level 3 Explains context only – fails to explain the message or purpose of the source. [3–4]
OR
Explains a valid sub-message.
e.g. Freedman's Bureau
Helps ex-slaves

Level 4 Explains the Big Message.
i.e. Freedman's Bureau allows black Americans to be idle while white Americans work/pay taxes [5–6]

Level 5 Explains the purpose of the poster.
e.g. *to win the election and get rid of the Freedman's Bureau* [7]

Level 6 Explains purpose in the context of 1866. [8]

3 Study Source D.

Are you surprised by this source? Explain your answer usi your knowledge.

Level 0 No evidence submitted or does not address the question.

Level 1 Writes about the source but fails to address the question.

Level 2 Identifies something to be surprised/not surprised by but
OR
Valid analysis of the source but fails to state whether surprised or not.

Level 3 Assertions based on everyday empathy. [3]

Level 4 Matches or mismatches with other sources. [4–5]

Level 5 Uses contextual knowledge to be surprised/not surprised. [6–7]

Level 6 Not surprised by Captain Poillon's concern as he is an officer in the Union Army – this explained through contextual knowledge of the Civil War. [8]

4 Study Sources E and F.

How similar are these two sources? Explain your answer using details of the sources and your knowledge. [8]

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

Level 1 Surface comparisons. [1]

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

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

Level 4 Interprets the Big Message
e.g. E is anti-Democratic Party, pro-Reconstruction, F is pro-South, White Supremacist
but no valid comparison [4]

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

Level 6 Compares Big Messages. [7]

Level 7 As for Level 6 but qualifies answer with a difference
i.e. both deal with Reconstruction but E is pro-Reconstruction
while F is anti-Reconstruction [8]

5 Study Source G.

What is the cartoonist's message? Explain your answer us your knowledge.

Level 0 No evidence submitted or does not address the question.

Level 1 Surface description of the cartoon.

Level 2 Misinterpretation of the cartoon.

Level 3 Interprets the sub-message of the cartoon
e.g. the South was more prosperous under President Hayes [3–4]

Level 4 Interprets the Big Message of the cartoon
i.e. that Reconstruction did not work for the South [5–7]

6 Study all the sources.

How far do these sources provide convincing evidence that led to whites in the South losing their power? Use the sources to explain your answer. [12]

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

Level 1 No valid source use. [1–3]

Level 2 Use 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 proper source evaluation (max.1 per source)
- Source use must include identification of a source by letter, provenance or direct quote. It must use examples from source content and explanations of how these support/do not support the statement.
- Indicate valid source use in the margin by writing 'Y' for 'improved' and 'N' for 'did not improve'.
- Where the candidate groups sources, award only one Y/N for the whole group and only if the explanation is valid for all the sources grouped.

YES	NO
A B F G H	A B D E G

Option B: 20th Century topic

WERE THE BIG THREE IN AGREEMENT OVER WHAT TO

1 Study Sources A and B.

How far do these two sources agree? Explain your answer us

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

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

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
Compares the provenance of the sources [2]

Level 3 Agreements OR disagreements of detail/sub-messages [3–5]
e.g. Agrees that the Peacemakers were divided/Disagreements over the aims of Clemenceau/France at Versailles

Level 4 Agreements AND disagreements of detail/sub-messages. [6–7]

2 Study Source C.

Why was this source published in May 1919? Explain your answer using details of the source and your knowledge. [8]

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

Level 1 Surface descriptions of the source. [1]

Level 2 Misreadings of the cartoon [2]
OR
Interprets the cartoon or describes the context but not used as a reason for publication [2]

Level 3 Explains general context only – fails to explain message or purpose of the source [3–4]
OR
Explains a valid sub-message
e.g. Allies in control, Germany is weak [3–4]

Level 4 Explains the Big Message
e.g. Germany is being made to take the punishment it deserves [5–6]

Level 5 Explains the purpose of the cartoon
e.g. to assure the British public that Germany will be dealt with severely [7]

Level 6 Explains the purpose of the cartoon in the context of 1919
e.*g. Germany made aware of the terms of the treaty and is protesting but has no choice* [8]

3 Study Sources D and E.

Does Source E prove Source D wrong? Explain your answe and your knowledge.

Level 0 No evidence submitted or does not address the question.

Level 1 Writes about the sources but fails to answer the question.

Level 2 Undeveloped provenance.

Level 3 Compares the sources for differences
e.g. *Clemenceau sees Lloyd George as a threat in D, Clemenceau sees Wilson as a threat in E;* and/or agreements
e.g. Clemenceau feels under threat in both sources [4–6]

Level 4 Evaluates Source D with no reference to Source E
e.*g. considers relationship between Poincare and Clemenceau, the purpose and likely veracity of Poincare's account* [7]

Level 5 Compares Sources D and E and evaluates one of them to say if Source D is wrong. [8]

4 Study Sources F and G.

How far would the 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 does not address the question. [0]

Level 1 Surface descriptions of the source. [1]

Level 2 Answers are based on the use of undeveloped provenance. [2]

Level 3 Interprets a valid sub-message of one or both sources but makes no valid comparison
e.g. the Allies are cruel [3]

Level 4 Interprets the Big Message of one or both sources
e.g. F regards the treaty as reasonable, G sees the treaty as harsh [4]

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

Level 6 Compares the Big Messages of the cartoons and the points of view of the cartoonists
e.g. in F the cartoonist sees the treaty as reasonable while in G it is regarded as harsh or unfair [7–8]

5 Study Source H.

Do you trust what Lloyd George is saying in this source details of the source and your knowledge.

Level 0 No evidence submitted or does not address the question.

Level 1 Writes about the source but fails to answer the question.

Level 2 Valid analysis of source but fails to state whether or not L
OR
Selects a valid part of source H and asserts it is correct or not correct [2]

Level 3 Assertions based on everyday empathy, or the internal logic of Source H, or the secret nature or tone of Source H. [3]

Level 4 Makes cross reference(s) to check whether Source H can be trusted or not
e.g. considers whether Lloyd George can be trusted as in Source B it says he promised the electorate to squeeze the German lemon until the pips squeak [4–5]

Level 5 Uses contextual knowledge to say whether Lloyd George can be trusted or not
e.g. *considers Lloyd George's aim of restoring trade with Germany as motivation for leniency* [6–7]

6 Study all the sources.

How far do these sources provide convincing evidence that the Big Three wanted to treat Germany harshly? Use the sources to explain your answer. [12]

The 'Big Three' are Lloyd George, Wilson and Clemenceau, along with the delegations at the peace conference, and NOT the general populations of the victorious countries.

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

Level 1 No valid source use. [1–3]

Level 2 Use 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 proper source evaluation (max.1 per source)
- Source use must include identification of a source by letter, provenance or direct quote. It must use examples from source content and explanations of how these support/do not support the statement.
- Indicate valid source use in the margin by writing 'Y' for 'got what they wanted' and 'N' for 'did not get what they wanted'.
- Where the candidate groups sources, award only one Y/N for the whole group and only if the explanation is valid for all the sources grouped.

YES	NO
A B C D G H	A B D F H