CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0470 HISTORY

0470/21 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

19th Century topic

WAS THE AMERICAN CIVIL WAR FOUGHT OVE

1 Study Sources A and B.

How far do Sources A and B agree? Explain your answer usi

Level 0 No evidence submitted or response does not address the

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
OR Compares the provenance of the sources [2]

Level 3 Agreement OR disagreement of detail or sub-messages [3–4]
e.g. they agree that Fort Sumter surrendered, they disagree over how many men were in the state militia

Level 4 Agreement AND disagreement of detail or sub-messages [5–6]

Level 5 Compares Big Message: what was the war about? [7]
i.e. in A the reason for war is to preserve the Union, and in B it is both preserving the Union and slavery

2 Study Source C.

What is the message of this cartoon? Explain your answer using the source and your knowledge. [8]

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

Level 1 Surface description of the cartoon [1]

Level 2 Misinterpretation of the cartoon [2]

Level 3 Interprets sub-messages of the cartoon [3–5]

Level 4 Interprets Big Message of cartoon [6–7]
i.e. slavery will destroy the Union (must have these two elements)

Level 5 Cartoonist's point of view [8]
i.e. that the cartoonist disapproves of the fact that slavery will destroy the Union

3 Study Sources D and E.

Does Source E prove that Lincoln was lying in Source D?

Level 0 No evidence submitted or response does not address the

Level 1 Writes about the sources, but does not address the quest

Level 2 Answers based on undeveloped provenance or time diffe

Level 3 Answers based on agreements/disagreements in these two sources [4–5]

Level 4 Evaluates D by cross-reference but no valid use of E [6]

Level 5 Compares the sources and evaluates D [7]

Level 6 Compares the sources for difference, then explains the difference using contextual knowledge of what changed between 1861 and 1863 [8]

4 Study Sources F and G.

How far would these two cartoonists have agreed? Explain your answer using 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 [4–5]

Level 6 Compares Big Messages/points of view of the cartoonists [6–7]
i.e. that both wanted to save the Union

Level 7 Compares Big Messages/points of view of the cartoonists, but qualifies this with a difference [8]
e.g. (Big Message plus) however they would have disagreed on how to save the Union as F would use force, but G would use persuasion

5 Study Source H.

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

Level 0 No evidence submitted or response does not address the

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

Level 2 Valid analysis of source but fails to state whether surpris
OR
Identifies what is/is not surprising in the source [2]

Level 3 Assertions based on everyday empathy [3]

Level 4 Matches or mismatches with other sources/contextual knowledge [4–5]

Level 5 Explains why you would not be surprised by this man saying this at that time [6–7]
i.e. must explain both personal and contextual aspects

6 Study all the sources.

How far do these sources provide convincing evidence that the American Civil War was fought over slavery? Use the sources to explain your answer. [12]

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.
- 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.

20th Century topic

HOW FAR DID THE SUPERPOWERS ACT RESPONSI

1 Study Sources A and B.

How different are these two sources? Explain your answer us

Level 0 No evidence submitted or response does not address the

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 [2]
OR States that the sources are about the same subject
OR Compares the provenance of the sources – undeveloped

Level 3 Agreement OR disagreement of detail or sub-messages [3–4]
e.g. agreement that there was a blockade, there were missiles etc./Disagreement over whether the missiles were offensive or defensive etc.

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

Level 5 Disagreement: compares points of view of the sources about the Cuban crisis [6–7]
i.e. they blame different sides for the Cuban Crisis, A the USSR, B the USA.

2 Study Sources C and D.

Are you surprised by Source D? Explain your answer using the sources and your knowledge. [8]

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

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

Level 2 Valid analysis of source but fails to state whether surprised or not
OR Undeveloped provenance
OR Identifies what is/is not surprising with no explanation [2]

Level 3 Yes or No: Assertions based on everyday empathy OR common sense reasoning [3]
i.e. no support from other sources or specific contextual knowledge

Level 4 Yes or No: Matches or mismatches with C [4–5]

Level 5 Yes or No: explained through cross-reference to other sources (not C) or specific contextual knowledge to be surprised or not surprised [6–7]

Level 6 Not surprised: explained through evaluation of Robert Kennedy's purpose in representing the events in this way [8]
i.e. he's producing a deliberately favourable version of events so that his brother's role in events will look as good as possible to History.

3 Study Sources E and F.

How similar are the messages of these two cartoons? Ex sources and your knowledge.

Level 0 No evidence submitted or response does not address the

Level 1 Surface comparisons

Level 2 Answers based on use of undeveloped provenance

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

Level 4 Interprets cartoonist's opinion in one/both sources – no valid comparison [4]

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

Level 6 Compares the points of view of the cartoonists about the USA/USSR [7–8]
i.e. E is favourable towards the USA (Kennedy)/hostile towards the USSR (Khrushchev), but F is hostile towards them both.

4 Study Source G.

How far do you trust this source? Explain your answer using 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, does not address trust [1]

Level 2 Unsupported assertions/Undeveloped use of provenance OR Identifies things in the source that they do/do not trust, but no explanation [2]

Level 3 Everyday/common sense reasons for trust/not [3–4]
i.e. valid reasons which fall short of what is required in higher levels

Level 4 Evaluation of G based on specific cross-reference to other sources/contextual knowledge, or on language/tone of source [5–6]

Level 5 Evaluation of G based on its purpose in representing events in this way [7–8]
i.e. Khrushchev's purpose.

5 Study Source H.

Why was this source published at the end of October 1962? source and your knowledge.

Level 0 No evidence submitted or response does not address the

Level 1 Surface descriptions of the source

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

Level 3 Explains context only - fails to explain message or purpose of source [3–4]
OR
Explains a valid sub-message

Level 4 Both aspects of L3: context AND sub-message [5]

Level 5 Explains the Big Message [6]
i.e. to show that Khrushchev is willing to deceive/abandon/manipulate/ sacrifice Castro

Level 6 Explains the Big Message in the specific context of end October 1962 [7]
i.e. this context must be Khrushchev's agreement to remove the missiles

6 Study all the sources.

How far do these sources provide convincing evidence that the superpowers acted responsibly during the Cuban Missile Crisis? Explain your answer using the sources. [12]

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).
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