CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

19th Century Topic

HOW IMPORTANT WAS LINCOLN IN CAUSING SOUTHERN STA

1 Study Sources A and B. How far do Sources A and B agree 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 other or states that the sources are both about the same subject

OR

Compares the provenance of the sources [2]

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

Agreements include:
Supreme Court made a judgement on Dred Scott;
John Brown made a raid;
South Carolina dissolved union;
Confederates attacked Fort Sumter

Disagreements include:
John Brown – A significant/B less significant;
A upsets South; B upsets North

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

Level 5 Compares Big Messages [7]

Difference about pivotal factor that led to or caused war
A – Dred Scott case; B – election of Lincoln

2 Study Sources C and D. How far does Source C make Sour answer using details of the sources and your knowledge.

Level 0 No evidence submitted or response does not address the

Level 1 Writes about sources but fails to address the question empathy

Level 2 Valid analysis of sources, but fails to state whether sur be surprised about but no valid explanation

Level 3 Undeveloped provenance used to explain whether surprised [3]

Level 4 Explains whether surprised by D. No use of C [4]

Level 5 Compares content of Sources C and D to explain whether surprised [4–5]

Level 6 Compares the sources and evaluates one to explain whether surprised [6–7]

Level 7 Compares the sources and evaluates BOTH to explain whether surprised [8]

3 Study Source E. Why was this article published in early 1861? 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 Misreadings of the article [1]

Level 2 Describes the content or context – but not used as a reason for publication [2]

Level 3 Explains context only – fails to explain message or purpose of source [3–4]

OR

Explains sub-message of article – published to show how upset people in the Southern States were

Level 4 Explains the BIG message [5–6]
Must include threat to leave the Union/secede/go to war

Level 5 Explains the purpose of the article [7]
(must have intended impact on audience – to persuade other states to leave the Union)

Level 6 Explains purpose in context of early 1861 [8]

4 Study Sources F and G. How far do these two cartoons hav your answer using details of the sources and your knowledg

Level 0 No evidence submitted or response does not address the

Level 1 Surface comparisons

Level 2 Answers based on use of developed provenance

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

Level 4 Interprets big message of one/both sources – no valid comparison [4]
Big Message of both = Union is finished/doomed

Level 5 Compares valid sub-messages [5–6]
Award 6 marks for Union

Level 6 Compares Big Messages [7]
(Union is finished/doomed)

Level 7 Compares Big Message AND includes a qualification [8]
(F – The Union is killed off by extremism; G –The Union is killed off by Lincoln's election)

5 Study Sources H and I. Does Source I prove that Davis was lying in Source H? Explain your answer using details of the sources and your knowledge. [7]

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 agreements OR disagreements to say whether Source I proves Davis is lying in Source H. [3–4]

Agreements include:
Real issue is slavery
Both about Northern control

Disagreement:
H – expand Northern Industry; I – slavery

Level 4 Compares sources for agreements AND disagreements to say whether Source I proves that Davis is lying in Source H [5]

Level 5 Evaluates Source H with no valid use of Source I [6]

OR

Evaluates Source I with no valid use of Source H, to say whether I proves that Davis is lying

Level 6 Compares sources and evaluates one of them to say whether Source I proves that Davis is lying in Source H [7]

6 Study all the sources. How far do these sources provide election of Lincoln as President in 1860 was the reason Union? Use the sources to explain your answer.

Level 0 No evidence submitted or response does not address the

Level 1 No valid source use

Level 2 Uses sources to support or reject the statement

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 mark per source).
- Source use must be by reference to a source by a 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 in 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.

Yes	No
A B C D E G	A B C D H I

20th Century Topic

WHO OR WHAT WAS TO BLAME FOR THE BAY OF PIG

1 Study Source A. What can you learn about the Bay of Pig Explain your answer using the details of the source and your

Level 0 No evidence submitted or response does not address the

Level 1 States that it was reported

Level 2 Surface use of the content [2–3]
(include anything about individual soldiers
e.g. soldiers have guns; soldiers got there by boat)

Level 3 Makes inferences from the source about Bay of Pigs [4–6]
(e.g. was a failure; had its critics)
Allow inferences about public attitude towards the disaster
Only allow 4 marks if inferences are unsupported

Level 4 Makes inferences about the importance of the Bay of Pigs for Americans [7]
(e.g. on the front page of Life – shows that it mattered to Americans/is of huge significance)

2 Study Sources B and C. How far do these two sources agree? Explain your answer using details of the sources. [7]

Level 0 No evidence submitted or response 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

Level 2 Compares the provenance of the two sources [2]

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

Agreements include:
Both aim overthrown Castro
CIA supported invasion
Bay of Pigs was a failure
US aircraft were disguise

Disagreements:
B – JFK lacks resolution; C – JFK has resolution as insists on things
B – JFK finds out about plan after inaugurated; C – JFK finds out plan before inaugurated
Allow different reasons for failure

Level 4 Agreement and disagreement of details or sub-message

Level 5 Compares Big Messages
B blames Kennedy; C blames CIA

3 Study Source D. Are you surprised by this source? Explain the source and your knowledge.

Level 0 No evidence submitted or response does not address the

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

Level 2 Valid analysis but fails to state if surprised or not [2]
Or identifies something to be surprised/not surprised about but no valid explanation

Level 3 Recognises internal consistencies/contradictions. [3]
Include answers based on provenance. Must be judged on recommendation not to proceed

Level 4 Identifies or explains a valid reason for being surprised/not surprised by part of D. [4–5]
Falls short of the Big Message. Reason must come from outside the source

Level 5 Identifies a valid reason for being surprised/ not surprised by the [6]
Big Message of D (Big message = we shouldn't proceed)

Level 6 Explanation of valid reason for being surprised/not surprised by the Big [7–8]
Message of the source

4 Study Sources E and F. How similar are the messages of these two cartoons? 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-messages of one or both sources – no valid comparison [3]

Level 4 Interprets the cartoonist's point of view in one or both sources [4]
No valid comparison. Criticises USA in E and USA or JFK in F

Level 5 Compares valid sub-messages [4–5]
e.g. Bay of Pigs was a failure

Level 6 Compares cartoonists' point of view [6–8]
Both are critical of USA or E criticising USA and F criticising JKF
(7 marks if explains how cartoonist is critical – support from ONE source;
8 marks if explains how BOTH cartoonists are critical)

5 Study Sources G and H. Does Source H prove that Sourc answer using details of the sources and your knowledge.

Level 0 No evidence submitted or response does not address the

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

Level 2 Undeveloped provenance

Level 3 Compares sources for differences/agreements to say wh [4–5]

Agree: Criticism about organisation; it was cancelled
Disagree: G says CIA was to blame; H says CIA was not to blame
Big disagreement = 5 marks. i.e. G blames CIA, H doesn't blame CIA, it blames the government

Level 4 Evaluates Source G with no reference to H [6]
OR evaluates Source H with no reference to G
(Evaluation either by purpose, contextual knowledge or cross-referencing)

Level 5 Compares sources and evaluates one to say if G is wrong [7]

Level 6 Compares sources and evaluates both to say if G is wrong [8]

6 Study all the sources. How far do these sources provide convincing evidence that Kennedy was responsible for the Bay of Pigs fiasco? 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 mark per source).
- Source must be by reference to a source by a 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 in rejecting the statement.
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Yes	No
A B C D E F H	A B C E F G H