UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2010 question paper for the guidance of teachers

0470 HISTORY

0470/21 Paper 2, maximum raw mark 50

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UNIVERSITY of CAMBRIDGE
International Examinations

19th Century Option

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

Level 1 Writes about the sources but no valid match between them. They are just described. [1]

Level 2 Claims they are different because one contains information not mentioned in the other. [2]

Level 3 Matches sources on details which agree or disagree. [3–4]

Level 4 Matches sources on details which agree and disagree. [5–6]

Level 5 Comparison of the overall messages of the sources. [7]
Slavery is the fundamental issue in both (must be explicit about it being fundamental/ crucial. It is not acceptable at this level if it is just part of a list of causes).
Or B says the conflict was inevitable, A suggests it was not inevitable.

2 Study Source C. This source comes from a novel. Does this mean it is of little use to an historian studying the Civil War? Explain your answer using details of the source and your knowledge.

Level 1 Writes about the source but does not answer the question or asserts it is just a novel so no use (no explanation). [1]

Level 2 Undeveloped provenance [2]
e.g. it is a novel so it is of no use because it is fiction/just a story.
OR
Misinterpretations of Source C [2]
These will be answers that think the source is saying that slaves are well looked after.

Level 3 Source C is useful for the surface information it provides about the poor treatment of slaves. [3–4]

Level 4 Source C is useful for what it allows us to infer about the causes of the Civil War i.e. slavery. [5]

Level 5 Explains that Source C is useful because of its message or purpose. [6–7]
These answers will explain that the source is useful because it is evidence that there were critics of slavery, there were people who wanted something to be done about it.

Level 6 Explains that the popularity of the novel shows that slavery was a very significant issue at this time/was an important cause of the Civil War. [8]

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3 Study Sources D and E. How different are the messages of these two sources? Explain your answer using details of the sources and your knowledge.

Level 1 Surface description of the sources – no messages explained. [1–2]

Level 2 Misinterpretation of the sources. [2–3]

Level 3 Valid interpretation of cartoon(s), no comparison. This includes explanation of sub messages. [4–5]

Level 4 Answers explain that slavery is the crucial issue/problem in both sources or that they disagree over Lincoln's stance over slavery. [6–7]

Level 5 Compares attitudes of the cartoonists. [8]
The cartoonist of D approves of slavery being abolished or of Lincoln and his election; E is critical of Lincoln or sees slavery as a nuisance.

4 Study Source F. Did the author of this source support the North or the South? Explain your answer using details of the source and your knowledge.

Level 1 Writes about the source without answering the question or unsupported assertions. [1–2]

Level 2 The South – misinterprets the source. Supported from source content. [2–3]

Level 3 The North – explained through literal reading of source content. [4–5]
e.g. the cheering of the election of Lincoln.

Level 4 The North – explained through appreciation of the absurdity of the content of Source F. [6–7]

5 Study Source G. Are you surprised by this source? Explain your answer using details of the source and your knowledge.

Level 1 Writes about the source without focusing on the question. [1]

Level 2 Valid answers that fail to say whether surprised or not. [2]
OR
Identifies something which was/was not surprising, but no valid explanation. [2]

Level 3 Surprised or not surprised by source detail, explained by cross reference to other sources/contextual knowledge. [3–4]

Level 4 Surprised and not surprised by source detail, explained by cross reference to other sources/contextual knowledge. [5]

Level 5 Not surprised: he is a southerner so he would say this – must be explained (why a southerner would say this). General contextual knowledge is acceptable. [6–7]

Level 6 Not surprised – explains Hammond's purpose in saying this in general context of 1858 (e.g. time of heightened tension prior to Civil War). [8]

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6 Study all the sources. How far do these sources provide convincing evidence that the Civil War was caused by Lincoln's election as President? 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 N for each source rejection of the statement.

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20th Century Option

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 no valid match between them. They are just described. [1]

Level 2 Claims they are different because one contains information not mentioned in the other. [2]

Level 3 Matches sources on details which agree or disagree. [3–4]

Level 4 Matches sources on details which agree and disagree. [5–6]

Level 5 Agreement about attitudes of the authors of A and B. [7]
e.g. both authors were horrified by the bombing.

2 Study Sources C and D. Does Source D prove Source C to be true? Explain your answer using details of the sources and your own knowledge.

Level 1 Describes the sources and fails to address the question or unsupported assertions. [1]

Level 2 Answers based on undeveloped provenance e.g. dates of sources. [2–3]
OR
Compares C and D on details but not on who was to blame. [2–3]

Level 3 Yes it does – based on comparing C and D about who was to blame. [4]

Level 4 Developed evaluation of C but focuses on C only and ignores D. [5]

Level 5 Cross references to other sources to check D about who was to blame – then says D does/doesn't prove C to be true about who was to blame. [6–7]

Level 6 Developed use of provenance to evaluate D to argue D does not prove C to be true about who was to blame. [8]

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3 Study Source E. Why was this source published in 1937? Explain your answer using details of the source and your own knowledge.

Level 1 Describes the sources and fails to address the question or unsupported assertions. [1]
OR
Misinterpretations based on the idea that the cartoon is saying it was published to show people that Franco was bringing peace to the Basques. [1]

Level 2 Views the cartoon as information only. [2]
These answers think the cartoon was published simply to tell people that Guernica had been bombed – as information.

Level 3 Gives the context as the reason why it was published. [3]
e.g. it was published because Guernica had just been bombed.
OR
Valid interpretation of the cartoon but does not get to the message of the cartoon. [3]

Level 4 Explains valid sub message of the cartoon [4–5]
e.g. something dreadful has happened to Guernica.

Level 5 Explains big message of the cartoon. [6–7]

Level 6 Explains purpose of the cartoon. [8]
This could be, for example, to influence British public opinion to put pressure on the government to intervene, or to persuade the government to change their policy of non-intervention.

4 Study Sources F and G. Is one of these sources more useful than the other about what happened in Guernica on 26 April 1937? Explain your answer using details of the sources and your own knowledge.

Level 1 Describes the sources and fails to address the question or unsupported assertions. [1]
Include here answers that simply assume G is about Guernica.

Level 2 Answers based on undeveloped provenance. [2–3]
e.g. F cannot be trusted because it is French.

Level 3 Answers based on the surface information of the source(s). [4–5]
e.g. F shows Guernica has been damaged badly. G shows Germany is not interested in bombing, therefore not useful because not about Guernica.
OR
Answers based on the limitations of the source(s). [4–5]
Answers that focus on what the sources do not tell us – must specify, or G not useful because not about Guernica.

Level 4 Developed evaluation for reliability, including cross reference. [6–7]

Level 5 Source F is useful for what it tells us about the French view/attitude towards the bombing or G suggests Germans bombed Guernica because although it is not about Guernica, it is suggestive. [7–8]
7 marks for G, 8 marks for F.

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5 Study Source H. Are you surprised by this source? Explain your answer using details of the sources and your own knowledge.

Level 1 Writes about the source without saying whether surprised or not. [1]
OR
Assertions of surprise with no valid support. [1]

Level 2 Valid answers that fail to express surprise or not surprise. [2]
OR
Identifies something that is surprising/not surprising but no valid explanation. [2]
OR
Surprised because of internal contradictions within H. [2]

Level 3 Everyday empathy e.g. surprised by the cruelty of the army officers. [3]

Level 4 Checking facts in H through cross reference to express surprise or not surprise. [4]

Level 5 Surprised or not surprised because of immediate context. [5]
These answers focus on the context within the source e.g. surprised that the old man said this in front of a Nationalist press officer.

Level 6 Surprised/not surprised because of the broader political context. [6]
e.g. Army officers admit to the bombing when the Nationalists generally were trying to deny responsibility or not surprised the press officer is covering up because Nationalists did not want to be blamed for this – not good publicity.

Level 7 Surprised that the US reporter was able to produce an account such this because he was being censored/followed. [7]

6 Study all the sources. How far do these sources provide convincing evidence that the Republicans set fire to Guernica? 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).

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