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

0470/22 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.

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UNIVERSITY of CAMBRIDGE
International Examinations

19th 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 Describes sources, no valid comparison. [1]

Level 2 Disagree: One source contains information that the other does not. [2]

Level 3 Agreement *OR* disagreement of detail. [3]

Level 4 Agreement *AND* disagreement of detail. [4]

Level 5 Overall disagreement on impact of Reconstruction.
Award 7 marks for getting the slight qualification in both sources. [5–7]

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

Level 1 Describes source, no question focus. [1]

Level 2 Valid answers that fail to address surprise. [2]
OR
Identifies something which is / is not surprising, but no valid explanation.

Level 3 Surprised ex-slave owners are not nasty, based on stereotype. [3–4]
OR
Everyday empathy.

e.g. Surprised: Lewis is doing fine, so why would he leave?

Level 4 Surprised / Not surprised by Lewis's actions, with explanation. [5–7]

i.e. Explanation will probably be based on cross-reference.

Level 5 Not surprised, based on paternalism / condescension of ex-slave owners. [7–8]

3 Study Sources D and E. Would the cartoonists of these two cartoons have agreed about events in the South? Explain your answer using details of the sources and your knowledge.

Level 1 Describes sources, no valid comparison. [1–2]

Level 2 Comparison of surface details for dis/agreement. [3–4]

e.g. Disagree: no whites voting in D, but there are in Source E.

Level 3 Valid disagreements of message. [5–7]

e.g. Optimistic (D), pessimistic (E) / things going well in D, not in E / blacks deferential, in E, not in D etc.

Level 4 Agree: Both cartoonists in favour of black civil rights (voting). [8]

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4 Study Sources F and G. Is one of these two sources more reliable than the other? Explain your answer using details of the sources and your knowledge.

Level 1 Describes sources *OR* unsupported assertions. [1]

Level 2 Undeveloped provenance. [2–3]

Level 3 Reliability judged by tone / language of source. [3–4]

e.g. In Source F, 'our schools' indicates blacks still viewed as outsiders, language of Source G more emotional etc.

Level 4 Cross-reference to other sources to judge reliability. [5–6]

Level 5 Evaluation of purpose / audience to judge reliability. [7–8]

5 Study Source H. Was this cartoon published by the North or by the South? Explain your answer using details of the source and your knowledge.

Level 1 Describes cartoon, no valid explanation. [1]

Level 2 South: misinterpretation supported from source. [2–3]

Level 3 North: details of the cartoon used as support. [4–5]

Level 4 North: purpose – why the North would want to represent events in this way. [6–7]

6 Study all the sources. How far do these sources provide convincing evidence that Black Americans benefited from Reconstruction? 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 any evaluation of sources (No more than 1 per source).

Source use must be reference to a source by letter, provenance, or direct quote, and use examples of source content. There must be an explanation of how this does / does not support the statement.

Use 'Y' in the margin for each source in support of the statement, and 'N' for each source that rejects it.

YES	NO
A [B] C D [E] F [G]	[A] B [C] E G H

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20th Century Option

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

Level 1 Describes sources, no valid comparison. [1]

Level 2 Disagree: one source contains information that the other does not. [2]

Level 3 Agreement *OR* disagreement of detail. [3]

e.g. In A the damage is mainly caused by the Basques, in B it is mainly caused by the Republicans.

Level 4 Agreement *AND* disagreement of detail. [4]

Level 5 Overall disagreement on who was to blame. [5–7]

Award higher marks for support from sources and / or focus on the authors' opinions.

2 Study Sources C and D. Is either of these sources the more reliable? Explain your answer using details of the sources and your knowledge.

Level 1 Describes sources OR unsupported assertions. [1]

Level 2 Undeveloped provenance. [2–3]

Level 3 Reliability judged by tone / language of source. [3–4]

e.g. D more reliable because he admits some blame, C less reliable because of emotional language etc.

Level 4 Cross-reference to other sources to judge reliability. [5–6]

Level 5 Evaluation of purpose / audience to judge reliability. [7–8]

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

Level 1 Describes source, no reason given [1]

Level 2 To give the information that Guernica had been bombed [2]

Level 3 Context: because Guernica had been bombed [3]

Level 4 Impact: to gain sympathy for the victims. [4]

i.e. Impact but with no political dimension.

Level 5 Valid messages about Guernica. [5–6]

e.g. To say how brutal the bombings were.

OR
Undeveloped political impact

e.g. To stimulate opposition to the Nationalists.

Level 6 Developed political impact of the message [7–8]
Impact could be national and / or international.
Development could be message plus political impact, or political impact explained in further detail.

4 Study Sources F and G. Is either of these two sources useful for studying the events in Guernica? Explain your answer using details of the sources and your knowledge.

Level 1 Describes sources, no utility. [1]

Level 2 Undeveloped provenance.
OR
Useful for information.
OR
Useful based on misinterpretation of Source G as being about Guernica. [2–3]

Level 3 Nothing to do with Guernica, so no use. [4–5]
OR
Not useful: things about Guernica they do not tell me.

Level 4 Developed evaluation of source for reliability (inc. cross-reference). [5–6]

Level 5 Useful for what they suggest about Guernica. [7–8]

i.e. They aren't about Guernica, but they can still be used to suggest things about it.

e.g. F suggests that it was true that the Germans were involved at Guernica.
G suggests that if Italians did this kind of thing, then so would Germans / Nationalists.
G gives us an idea of what Guernica would have been like etc.
(NOT that the Italians bombed Guernica).

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5 Study Source H. Are you surprised by what Kemp has to say? Explain your answer using details of the source and your knowledge.

Level 1 Describes source, no question focus. [1]

Level 2 Valid answers that fail to address surprise. [2]
OR
Identifies something which is / is not surprising, but no valid explanation.

Level 3 Cross-reference to explain surprised *OR* not surprised. [3–4]

Level 4 Cross-reference to explain surprised *AND* not surprised. [5–6]

Level 5 Surprised / not surprised that, as a Nationalist, he would be willing to admit Nationalists were to blame. [7]

e.g. Not surprised because it was so long after the events / That he would want to present Nationalist actions in a reasonable light.

6 Study all the sources. How far do these sources provide convincing evidence that the Germans used terror bombing on 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 any evaluation of sources (No more than 1 per source).

Source use must be reference to a source by letter, provenance, or direct quote, and use examples of source content. There must be an explanation of how this does / does not support the statement.

Use 'Y' in the margin for each source in support of the statement, and 'N' for each source that rejects it.

YES	NO
A C E [F]	A B D [E] G H

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