CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2

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 October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

19th Century topic

1 Study Sources A and B. How far do these two sources agre 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 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]

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

Level 5 Compares big messages on who was to blame [6–7]
i.e. A blames Germany, B blames France. Award 7 marks for support.

2 Study Source C. What is the message of the cartoonist? Explain your answer using details of the source and your knowledge.

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

Level 1 Surface description of the cartoon [1–2]

Level 2 Interprets sub-message(s) of the cartoon [3–5]

Level 3 Explains cartoonist's point of view: favourable to Germany [6–7]

Level 4 Explains cartoonist's point of view: hostile to Germany. [8]

3 Study Sources D and E. Does Source D make Source E surprising? Explain your answer using details of the source and your knowledge.

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 Not surprised: Compares content

OR

Surprised by E: everyday empathy/generalised context [3]

Level 4 Surprised: compares content for difference [4]

Level 5 Not surprised by E: explained using knowledge/other sou
i.e. but no use of difference with D

Level 6 Not surprised: uses knowledge/other sources to explain t

**4 Study Sources F and G. How far does Source F explain Wil
Explain your answer using details of the sources and your kn**

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 Compares content of sources to explain that it does OR does not explain the reaction [3–4]

Level 4 Compares content of sources to explain that it does AND does not explain the reaction [5–6]

Level 5 Compares content: uses knowledge/other sources to explain the weaker interpretation of William's reaction (i.e. he is keen on war) [7]

Level 6 Compares content: uses knowledge/other sources to explain the stronger interpretation of William's reaction (i.e. he is reluctant to go to war) [8]

5 Study Source H. Why was this source published in August 1911? Explain your answer using details of the source and your knowledge.

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

Level 1 Surface descriptions of the source [1]

Level 2 Misreadings of the cartoon

OR

Interprets cartoon or describes the context - but not used as a reason for publication [2]

Level 3 Explains context only - fails to explain message or purpose of source

OR

Explains a valid sub-message i.e. deals only with Germany or the EC, not both [3]

Level 4 Explains the big message [4–5]
e.g. William has tested out the Entente and found that it is stronger than he expected.
Award 5 marks if answer is clearly in context of 1911

Level 5 Explains the purpose of the cartoon [6]
(Must have intended impact on audience.)

Level 6 Explains purpose in specific context of August 1911
i.e. the Mansion House speech, the German setback ove

6 Study all the sources. How far do these sources provi Germany was to blame for the crisis over Morocco in 1911 your answer.

Level 0 No evidence submitted or response does not address the

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 'tick' in the margin for each source use in support of the statement and 'X' for each source use rejecting the statement.

Yes	**No**
A (B) C E F G H	B D E F G

20th Century topic

1 Study Sources A and B. How similar are these two sources 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
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]

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

Level 5 Disagree on the Big Message [6]
i.e. In A involvement was piecemeal/haphazard, in B it was planned, thought through etc.

Level 6 Compares points of view: both critical of US policies/actions. [7]

2 Study Source C. Why was this cartoon published in 1966? Explain your answer using details of the source and your knowledge.

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

Level 1 Surface descriptions of the source [1]

Level 2 Misreadings of the cartoon

OR

Interprets cartoon or describes the context – but not used as a reason for publication [2]

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

OR

Explains a valid sub-message [3–4]
i.e. US lack of care/concern for the Vietnamese

Level 4 Explains the big message [5–6]

Level 5 Explains the purpose of the cartoon [7]
(Must have intended impact on audience.)

Level 6 Explains purpose in specific context of 1966 [8]
i.e. escalation by Johnson in 1965.

3 Study Sources D and E. Does Source D prove that Sourc answer using 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 Comparison: No, because they agree

Level 4 Comparison: Yes, because they disagree [5–6]

Level 5 Compares sources for difference and evaluates D to say if E is not wrong [7]

Level 6 Compares sources: No, because D is an example of exactly what E is talking about. [8]

4 Study Sources F and G. How far would these two cartoonists have agreed with each other? Explain your answer using details of the sources and your knowledge.

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

OR

Misinterpretations [2]

Level 3 Interprets valid sub-message of one or both sources [3]
e.g. US is involved in Vietnam, US is powerful, US is controlling Vietnam.

Level 4 Interprets big message of one source [4]
i.e. an interpretation of what the cartoon as a whole is saying.

Level 5 Identifies that one cartoon is critical of the US [5]

Level 6 Interprets big messages of both sources [6]

Level 7 Identifies that both cartons are critical of the US [7–8]
Award full marks if both explained.

5 Study Source H. How surprised are you by Source H? Explai the source and your 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, no explanation [2]

Level 3 Assertions based on everyday empathy/generalised context

OR

Level 3 Matches/mismatches details of Source H to other sources/background knowledge (i.e. non-holistic approach to Source H) [3–4]

Level 4 Matches or mismatches between Source H and other sources/specific contextual knowledge [5–7]
e.g. to anti-war movement in USA
Only award full marks if both surprising AND not surprising done at this level.

6 How far do these sources provide convincing evidence that the USA was involved in Vietnam to save South Vietnam from Communism? Use the sources to explain your answer.

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 'tick' in the margin for each source use in support of the statement and 'X' for each source use rejecting the statement.

Yes	No
A B D E F G H	A B D E H