



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**HISTORY**

**0470/22**

Paper 2

**March 2017**

**MARK SCHEME**

Maximum Mark: 50

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**Published**

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This document consists of **9** printed pages.

**Option A: 19th Century topic**

Question	Answer	Marks
1	<p><b>Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.</b></p> <p><b>Level 5</b> Compares big messages [7] A is more sympathetic/understanding towards Lincoln's position, B is critical of Lincoln</p> <p><b>Level 4</b> Agreement and disagreement of detail or sub-messages [5–6]</p> <p><b>Level 3</b> Agreement or disagreement of detail or sub-messages [3–4]</p> <p><b>Level 2</b> Identifies information that is in one source but not in the other or states that the sources are about the same subject [2]</p> <p><b>Or</b></p> <p><b>Level 2</b> Compares the provenance of the sources [2]</p> <p><b>Level 1</b> Writes about the sources but makes no valid comparison [1]</p> <p><b>Level 0</b> No evidence submitted or a response does not address the question [0]</p>	7

Question	Answer	Marks
2	<p><b>Study Sources C and D. How far does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge.</b></p> <p><b>Level 6</b> Compares the sources and evaluates both [8]</p> <p><b>Level 5</b> Compares the sources and evaluates one of them [7]</p> <p><b>Level 4</b> Explains surprise/no surprise for C but no valid use of D [6]</p> <p><b>Level 3</b> Answers based on agreements/disagreements [4–5]</p> <p><b>Level 2</b> Answers based on undeveloped provenance [2–3]</p> <p><b>Level 1</b> Writes about the sources but does not address the question [1]</p> <p><b>Level 0</b> No evidence submitted or a response does not address the question [0]</p>	8

Question	Answer	Marks
3	<p><b>Study Source E. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.</b></p> <p><b>Level 5</b> Cartoonist's point of view – big message plus critical of Lincoln for not supporting emancipation [7]</p> <p><b>Level 4</b> Interprets big message of cartoon [5–6] For Lincoln, saving the Union is more important than saving the slave</p> <p><b>Level 3</b> Interprets sub-message of the cartoon [3–4] Or cartoonist's point of view without message of cartoon</p> <p><b>Level 2</b> Misinterpretation of the cartoon [2]</p> <p><b>Level 1</b> Surface description of the cartoon [1]</p> <p><b>Level 0</b> No evidence submitted or a response does not address the question [0]</p>	7

Question	Answer	Marks
4	<p><b>Study Sources F and G. Which source do you trust more about Lincoln? Explain your answer using details of the sources and your knowledge.</b></p> <p><b>Level 4</b> Answers based on purpose in context for F and on Douglass' perspective on Lincoln by 1881 (higher mark for both sources) [7–8]</p> <p><b>Level 3</b> Answers based on cross-reference (higher mark for both sources) [4–6]</p> <p><b>Level 2</b> Undeveloped use of provenance (higher mark for both sources) [2–3]</p> <p><b>Level 1</b> Unsupported assertions [1]</p> <p><b>Level 0</b> No evidence submitted or a response does not address the question [0]</p>	8

Question	Answer	Marks
5	<p><b>Study Source H. Why was this source published in August 1862? Explain your answer using details of the source and your knowledge.</b></p> <p><b>Level 5</b> Explains the big message in specific context of emancipation <b>[8]</b></p> <p><b>Level 4</b> Explains the big message – Lincoln has agreed to emancipation so black Americans will fight for the North or black Americans now have a duty to fight for the North <b>[6–7]</b></p> <p><b>Level 3</b> Explains context only – fails to explain message of source Award 5 marks for specific context of Emancipation <b>[3–5]</b></p> <p><b>Or</b></p> <p><b>Level 3</b> Explains a valid sub-message <b>[3–5]</b></p> <p><b>Level 2</b> Interprets cartoon or describes the context – but not used as a reason for publication <b>[2]</b></p> <p><b>Level 1</b> Surface descriptions of the source <b>[1]</b></p> <p><b>Level 0</b> No evidence submitted or a response does not address the question <b>[0]</b></p>	8

Question	Answer	Marks
6	<p><b>Study <u>all</u> the sources. How far do these sources provide convincing evidence that Lincoln really believed in emancipation? Use the sources to explain your answer.</b></p> <p><b>Level 3</b> Uses sources to support and reject the statement <span style="float: right;"><b>[7–10]</b></span></p> <p>Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).</p> <p>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.</p> <p>Use Y in the margin for each source use in support of the statement and N for each source use rejecting the statement.</p> <p>Y – Sources A, C, D, G, H</p> <p>N – Sources A, B, C, E, F, H</p> <p><b>Level 2</b> Uses sources to support or reject the statement <span style="float: right;"><b>[4–6]</b></span></p> <p><b>Level 1</b> No valid source use <span style="float: right;"><b>[1–3]</b></span></p> <p><b>Level 0</b> No evidence submitted or a response does not address the question <span style="float: right;"><b>[0]</b></span></p>	12

**Option B: 20th Century topic**

Question	Answer	Marks
1	<p><b>Study Source A. What is the cartoonist's message? Explain your answer using details of the source.</b></p> <p><b>Level 5</b> Cartoonist's point of view [7] Level 4 plus explicit approval of cartoonist of US actions</p> <p><b>Level 4</b> Interprets big message of cartoon [6] UN intervention in Korea shows the UN is not going to make the same mistakes as the League did</p> <p><b>Level 3</b> Interprets sub-message of the cartoon [3–5] Include here cartoonist's approval without big message Reserve the 5 marks for big message without context of Korea</p> <p><b>Level 2</b> Misinterpretation of the cartoon [2]</p> <p><b>Level 1</b> Surface description of the cartoon [1]</p> <p><b>Level 0</b> No evidence submitted or a response does not address the question [0]</p>	7

Question	Answer	Marks
2	<p><b>Study Sources B and C. Why do these two sources differ about events in Korea? Explain your answer using details of the sources and your knowledge.</b></p> <p><b>Level 6</b> Uses contextual knowledge to explain different purposes [7] Must have impact on intended audience – otherwise place in Level 5 (Allow to make audience 'believe' something) (Allow purpose just on one)</p> <p><b>Level 5</b> Developed use of provenance – explains why these two authors would have different perspectives in this context [5–6]</p> <p><b>Level 4</b> Cross-references on C to explain Gromyko is lying and this is why they differ [4]</p> <p><b>Level 3</b> Explains how they differ rather than why [3]</p> <p><b>Level 2</b> Undeveloped use of provenance [2] Include here C is lying undeveloped</p> <p><b>Level 1</b> Unsupported assertions [1]</p> <p><b>Level 0</b> No evidence submitted or a response does not address the question [0]</p>	7

Question	Answer	Marks
3	<p><b>Study Sources D and E. Does Source E make Source D surprising? Explain your answer using details of the sources and your knowledge.</b></p> <p><b>Level 6</b> Compares the sources and evaluates both [8]</p> <p><b>Level 5</b> Compares the sources and evaluates one of them [7]</p> <p><b>Level 4</b> Explains surprise/no surprise for D but no valid use of E [6] Evaluates E, no comparison with D but must state whether E makes D surprising or not</p> <p><b>Level 3</b> Answers based on agreements/disagreements [4–5]</p> <p><b>Level 2</b> Answers based on undeveloped provenance or valid analysis but does not say if surprised [2–3]</p> <p><b>Level 1</b> Writes about the sources but does not address the question or says whether surprised or not without a reason [1]</p> <p><b>Level 0</b> No evidence submitted or a response does not address the question [0]</p>	8

Question	Answer	Marks
4	<p><b>Study Sources F and G. Do you believe Truman in Source F? Explain your answer using details of the sources and your knowledge.</b></p> <p><b>Level 6</b> Evaluates Truman on basis of purpose in context [8]</p> <p><b>Level 5</b> Cross-references to other sources to check Truman's claims [6–7] Or uses contextual knowledge to evaluate Truman's claims</p> <p><b>Level 4</b> Explains based on comparison of content of Sources F and G [4–5]</p> <p><b>Level 3</b> Undeveloped use of provenance [3] Or uses cross reference to check Truman's claims about the League</p> <p><b>Level 2</b> Analyses sources without stating if Truman is believed [2]</p> <p><b>Level 1</b> Unsupported assertions [1]</p> <p><b>Level 0</b> No evidence submitted or a response does not address the question [0]</p>	8

Question	Answer	Marks
5	<p><b>Study Source H. Why was this source published in Eastern Europe in 1950? Explain your answer using details of the source and your knowledge.</b></p> <p><b>Level 6</b> Explains purpose in context of the Korean War in 1950 [8]</p> <p><b>Level 5</b> Explains the purpose of the source (must have intended impact on audience) [7]</p> <p><b>Level 4</b> Cartoonist's opinion – cartoon is condemning MacArthur [6]</p> <p><b>Level 3</b> Explains valid messages [3–5]</p> <p><b>Or</b></p> <p><b>Level 3</b> Explains context only – fails to explain message or purpose of source [3–4]</p> <p><b>Level 2</b> Interprets source or describes the context – but not used as a reason for publication [2] Or treats publication of source as conveying information</p> <p><b>Level 1</b> Surface descriptions of the source [1]</p> <p><b>Level 0</b> No evidence submitted or a response does not address the question [0]</p>	8



Question	Answer	Marks
6	<p><b>Study <u>all</u> the sources. How far do these sources provide convincing evidence that American intervention in Korea in 1950 was justified? Use the sources to explain your answer.</b></p> <p><b>Level 3</b> Uses sources to support and reject the statement <span style="float: right;"><b>[7–10]</b></span></p> <p>Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).</p> <p>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.</p> <p>Use Y in the margin for each source use in support of the statement and N for each source use rejecting the statement.</p> <p>Y – Sources A, B, (D), E, F, G</p> <p>N – Sources C, D, E, (G), H</p> <p><b>Level 2</b> Uses sources to support or reject the statement <span style="float: right;"><b>[4–6]</b></span></p> <p><b>Level 1</b> No valid source use <span style="float: right;"><b>[1–3]</b></span></p> <p><b>Level 0</b> No evidence submitted or a response does not address the question <span style="float: right;"><b>[0]</b></span></p>	12