

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 2008 question paper**

### **0470 HISTORY**

**0470/02**

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	0470	02

## 20th Century Topic

**1 Study Sources A and B. Does Source A make you surprised by the account in Source B. Explain your answer using the sources.**

Level 1 Uses sources but makes no comparison. [1]

Level 2 Compares sources but fails to say whether or not they are surprised. [2]

Level 3 Matches details to express surprise or not surprised e.g. bombing in both. [3]  
 OR Misreads Source B to argue not surprised e.g. the Americans were successful.  
 OR Argues not surprised because A is only about the Americans, so does not explain the reactions of the Vietcong in B.

Level 4 Not surprised because the Americans or the journalist in Source B would, in the light of Source A, have initially believed in American superiority. [4]

Level 5 Surprised because the Viet Cong were prospering despite the bombing in Source A. [5–6]  
 OR Not surprised because in Source B the Viet Cong were responding in a logical way to the what was happening in Source A.

**2 Study Source C. What was the message of this cartoon? Explain your answer using the source and your knowledge.**

Level 1 Surface description of the cartoon. No inferences made. [1]

Level 2 Misreadings of the cartoon. [2–3]  
 e.g. It is pro-American because they are shown as generous, sorry.  
 e.g. It is anti-American because the Americans are wasting money on compensation.  
 e.g. the war is expensive, it costs a lot [no judgement about being pro-American only 2 marks].

Level 3 Valid Anti-American sub-messages explained. [4–7]  
 e.g. they are killing civilians, they are more worried about money than about lives.  
 1 sub-message = 4-5, 2 sub-messages = 6-7.

Level 4 The main message explained – the Americans were hypocrites. [8]  
 Johnson (or America) is pretending to be one thing e.g. caring, when he is really another e.g. uncaring.

**3 Study Sources D and E. How far would the author of Source E have agreed with the cartoonist (Source D)? Explain your answer using the sources and your knowledge.**

Level 1 Uses the sources but no comparison made between Sources D and E. [1]

Level 2 He would have agreed because they both say the US lost the war. [2]

Level 3 Answers based on a literal reading of Source D. D says the people were to blame so E would disagree. [3]

Level 4 Answers based on matches of details of the two sources. [4–5]  
 e.g. politicians' indecisiveness – so he would agree.

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	0470	02

e.g. Johnson did little – so he would agree.  
 e.g. Johnson active/not active – so he would disagree.

Level 5 Answers based on the fact that they agree either that the politicians lost the war OR that the people did not lose the war. [6]

Level 6 Answers based on the fact that they agree that the politicians lost the war AND that the people did not lose the war. [7]

**4 Study Sources F and G. Is one of these sources more useful than the other to a historian studying the Vietnam War? Explain your answer using the sources and your knowledge.**

Level 1 Writes about the sources but no valid comments about utility. [1]

Level 2 Simple, undeveloped evaluation of sources for utility/reliability – based on provenance only. [2–3]  
 e.g. F is from North Vietnam and so will be biased.  
 G is American and so will be biased.  
 G is based on what he was told, he did not see it for himself.

Level 3 Answers based on the information in the sources. On what the sources say. [4–5]

Level 4 Answers based on the reliability of the sources. They will either use cross-reference to contextual knowledge or to other sources OR they will explain the purpose of the sources. [5–6]

Level 5 Valid evaluation of one source for utility. [7]  
 e.g. Source F tells us about North Vietnamese/Republican propaganda; Source G tells us about Viet Cong propaganda.

Level 6 As for Level 5 – both sources. [8]

Level 7 As for Level 5 or 6 but explains it depends on what the historian wants to know. [9]  
 If just asserts that usefulness of sources depend on what the historian wants to know = 2 marks.

**5 Study Sources H and I. Was McNamara lying in one of these two sources? Explain your answer using the sources and your knowledge.**

Level 1 Unsupported assertions OR uses the sources but no answer to the question. [1]

Level 2 Uses one or both sources separately and give undeveloped reasons [assertions]. [1–2]

Level 3 Asserts that he changed his mind OR the situation changed OR that one is public, the other private. [2–3]

Level 4 Uses one or both sources separately – explains or develops reasons for saying he was or was not lying. [4]

Level 5 Explains he was lying – because of the differences between the two sources. [5–6]

Level 6 Reconciles what the two sources say. [6–7]

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2008</b>	<b>0470</b>	<b>02</b>

Level 7 Uses both sources together. Uses cross-reference to contextual knowledge or other sources OR developed use of provenance to explain why he was/was not lying. Contextual knowledge must be specific, not general. [8]

**6 Study all the sources. How far do these sources support the view that the US lost the Vietnam War because of what was happening in America? 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 the 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, by provenance or by direct quotation. There must be examples from source content.

Use Y in the margin for each source support of the statement, and N for each source rejection. These must be explained.

### 19<sup>th</sup> Century Topic

**1 Study Sources A and B. How far would the author of Source B have supported the ideas in Source A? Explain your answer using the sources and your knowledge.**

Level 1 Uses the sources but makes no comparison. [1]

Level 2 Matches the sources for similarity or difference without any contextual understanding. [2–3]

Level 3 Similarity or difference explained, implicitly or explicitly informed by a contextual understanding. [4–6]

Level 4 Difference(s) explained as in Level 3, plus a similarity (this can be at Level 2). [7]

Level 5 Addresses the issue of 'How far?' by explaining there is a basic disagreement over means but only a limited agreement over ends. [8]

**2 Study Sources C and D. How similar are these two sources? Explain your answer using the sources and your knowledge.**

Level 1 Describes the sources but no valid comparison. OR Compares surface details/dates. [1]

Level 2 Answers based on the claim that both sources are about the same thing e.g. they are both about events in Italy. [2]

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	0470	02

Level 3 Similarity or Difference [3–5]  
 e.g. Rebellion/driving their enemies out in both.  
 e.g. a revolt by a few rebels in just one city in Source C but in D the whole of Italy is rising up.

Level 4 Similarity and Difference. [6]

Level 5 Compares the viewpoint of the artist for similarity or difference. [7]  
 e.g. in both the artist is supporting Italian actions.  
 e.g. C is basically a factual record while D is encouraging/approving Italian actions.

**3 Study Sources E and F. How far do these two sources prove that Charles Albert and Leopold were supporters of Italian nationalism? Explain your answer using the sources and your knowledge.**

Level 1 Uses the sources but fails to address the question. [1]

Level 2 Undeveloped use of provenance – no use of content of source. [2]  
 e.g. Source F does not prove it because it was written a long time afterwards.

Level 3 Uses content of source[s] to explain that they do prove one or both were supporters. [3–4]

Level 4 Recognises the reservations, the reluctance, the ambivalence of Charles and or Leopold. [5–6]

Level 5 Evaluates the sources as proof by cross-referencing to other sources or to knowledge, OR by a developed use of the provenance. [6–7]

Level 6 Explains the differences between the two men, using the sources, in terms of their support for nationalism - Leopold is more reluctant, less enthusiastic, than Charles. [7]

**4 Study Sources G and H. Does Source G make you surprised by what the Pope says in Source H? Explain your answer using the sources and your knowledge.**

Level 1 Uses the sources but fails to compare them. [1]

Level 2 Compares the sources but fails to say whether surprised or not. [2]

Level 3 Matching of details of sources to support being surprised or not being surprised. [3–4]

Level 4 Cross-references to knowledge or to other sources to explain reasons for being surprised or not surprised by H only (does not use G). [5–6]

Level 5 Cross-references to knowledge or to other sources to evaluate Source G, and uses this to express surprise or not surprise about what H says. [7–8]

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2008</b>	<b>0470</b>	<b>02</b>

**5 Study Sources I and J. Why do you think these two sources disagree? Explain your answer using the sources and your knowledge.**

Level 1 Uses the sources but fails to address the question. [1]

Level 2 Explains how they disagree – (not why?). [2–3]

Level 3 Undeveloped use of provenance. [3–4]  
e.g. they are by different people, written at different times, one is private, one is public.

Level 4 Cross-references to knowledge or to other sources to explain why one or both of these two authors would say what they have said. This will probably involve explaining what they stood for, who they represented, what they believed in. [5–7]

Level 5 Uses knowledge or other sources to explain the purpose of one or both of them. [8]

**6 Study all the sources. How far do these sources support the view that by 1848 there was little enthusiasm for a united Italy? 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 the 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, by provenance or by direct quotation. There must be examples from source content.

Use Y in the margin for each source support of the statement, and N for each source rejection. These must be explained.