

# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

## MARK SCHEME for the May/June 2006 question paper

### 0470 HISTORY

0470/02

Paper 2, maximum raw mark 50

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

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

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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**Option A: 19th century topic**

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

- Level 1 Unsupported assertions, copies/paraphrases sources - no matching (1)
- Level 2 Identifies points that are in one source but not in the other (2-3)
- Level 3 Identifies/explains similarities or differences (3-5)
- Level 4 Identifies/explains similarities and differences (6-7)

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

- Level 1 Unsupported assertions/describes sources, no comparison (1)
- Level 2 Comparison of surface details - no interpretation (2)
- Level 3 Interprets cartoons but no comparison (3-4)
- Level 4 Explains differences (4)
- Level 5 Explains similarities (5-6)
- Level 6 Level 5 with qualification (8)

**3 Study Sources E and F. Does Source E prove that Source F is wrong about Davis? Explain your answer using the sources and your own knowledge.**

- Level 1 Unsupported assertions/paraphrases the sources (1)
- Level 2 Knee-jerk evaluation used to dismiss source(s) (2-3)
- Level 3 No - claims they are about different things (3)
- Level 4 Yes - explains how they differ (4-5)
- Level 5 As Level 4 but with qualification - based on cold and reserved (6)
- Level 6 Contextual knowledge used to evaluate the sources (7-8)

**4 Study Source G. Why do you think this cartoon was drawn ? Explain your answer using the source and your knowledge.**

- Level 1 Unsupported assertions/describes the source (1)
- Level 2 To criticise southern politicians - not explained (2-3)
- Level 3 Interprets the cartoon (4-6)
- Level 4 Contextual knowledge used to consider purpose of cartoon (7)

**5 Study Sources H and I. Are you surprised by what Lee says in his letter? Explain your answer using the sources and your knowledge.**

- Level 1 Unsupported assertions/paraphrases sources (1)
- Level 2 Yes because he is resigning - not explained (2-3)
- Level 3 No because of the reasons given in H (4-5)
- Level 4 Sees differences between the two sources (6)
- Level 5 Levels 3 and 4 (7)
- Level 6 Uses contextual knowledge to explain Lee's reaction (7-8)

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**6 Study all the sources. How far do these sources support the view that, as early as 1861, it was certain the South would lose? 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, by provenance, or by a direct quote. There must be examples from source content.

Use Y in the margin for each source support of the statement, and a N for each source rejection of statement.

**Option B: 20<sup>th</sup> century topic**

**1 Source A is about events before the Cuban Missile Crisis. Does this mean it has no use to historians studying the Crisis? Explain your answer using the source and your knowledge.**

- Level 1 Agrees, explains why it is of no use (1)  
 Level 2 Shows the two men were not on good terms, shows US/USSR rivalry (2-3)  
 Level 3 Shows possible motives for Khrushchev or Kennedy in CMC (4-5)  
 Level 4 Shows possible motives for Khrushchev and Kennedy in CMC (6-7)

**2 Study Sources B and C. How far do these two sources agree? Explain your answer using the sources and your knowledge.**

- Level 1 Unsupported assertions, describes cartoons - no comparison (1)  
 Level 2 Compares surface details (2)  
 Level 3 Interprets sources but no comparison (3)  
 Level 4 Compares sub-messages, probably for differences (4)  
 Level 5 Asserts they both show it was about personal rivalry – not supported (5)  
 Level 6 Explains how they both show it as personal rivalry (6)  
 Level 7 As Level 6 but with a qualification about a difference (7)

**3 Study Source D. Why do you think Kennedy recorded this meeting? Explain your answer using the sources and your knowledge.**

- Level 1 Practical purposes, in case people forgot, so he could refer to it (1-2)  
 Level 2 He did not tell anyone - so up to something underhand (3)  
 Level 3 Doing it so people/historians in the future could understand what happened (4-5)  
 Level 4 To justify his actions, to put the blame on other people (6)  
 Level 5 Level 4 but in context of CMC - explains how crucial/important to the existence of the world these decisions were (7-8)  
 Level 6 Explains Kennedy knew in advance the military would give this advice - so to cover himself (8)

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**4 Study Sources E and F. How far does Source E prove that Khrushchev was wrong in Source F? Explain your answer using the sources and your knowledge.**

- Level 1 Unsupported assertions/paraphrases the sources (1)
- Level 2 Evaluates F on basis of language/tone - no context (2-3)
- Level 3 Explains ways in which E shows he was wrong in F, e.g. not a triumph for anyone - based on differences between E and F (3-4)
- Level 4 Shows Khrushchev was wrong because shows Kennedy in a good light, Khrushchev in a bad light (5)
- Level 5 Uses context to evaluate F - e.g. purpose (6-7)
- Level 6 Shows Khrushchev was right, Kennedy keeping it low key because he knows he has lost (8)

**5 Study Sources G and H. How do you think the cartoonist of Source G would react to what Kennedy says in Source H? Explain your answer using the sources and your knowledge.**

- Level 1 Unsupported assertions, describes sources, paraphrases - no comparison (1)
- Level 2 Interprets sources - no comparison (2-3)
- Level 3 Interprets G as criticising Khrushchev, so would not necessarily be critical of Kennedy (4-5)
- Level 4 Explains how G and H have opposite messages (6-7)
- Level 5 Level 4 but also explains how the cartoonist would see Kennedy as hypocrite or as trying to justify himself (7-8)

**6 Study all the sources. How far do these sources support the view that the Cuban Missile Crisis was simply a personal trial of strength between two men, Kennedy and Khrushchev? 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).

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