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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY **0470/21**

Paper 2 **May/June 2016**

MARK SCHEME

Maximum Mark: 50

Published

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Option A: 19th Century topic

1 Study Sources A and B. How different are these two sources? Explain your answer using details of the sources. [7]

Level 5 Compares big messages **[7]**
i.e. overall judgement: A is more sympathetic to the British, B is more critical.

Level 4 Agreement and disagreement of detail or sub-messages **[5–6]**

Level 3 Agreement or disagreement of detail or sub-messages **[3–4]**

Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject **[2]**
OR
Compares the provenance of the sources

Level 1 Writes about the sources but makes no valid comparison **[1]**

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

2 Study Sources C and D. How surprised are you by Queen Victoria's reply to Canning's letter? Explain your answer using details of the sources and your knowledge. [8]

Level 5 Compares the content, then evaluates to decide surprised/not surprised **[7–8]**

Level 4 Explains whether surprised by Source D **[5–6]**
i.e. no use of C

Level 3 Uses content of C to explain whether D is surprising **[3–4]**

Level 2 Valid analysis of source but fails to state whether surprised or not **[2]**
OR
Identifies something surprising/not surprising but not explained
OR
Answer based on provenance

Level 1 Writes about sources but fails to address the question **[1]**

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

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3 Study Source E. How useful is this source as evidence about the Indian Mutiny? Explain your answer using details of the source and your knowledge. [7]

Level 5 Uses the source as evidence about the British **[7]**
i.e. useful for what you can infer about the British.

Level 4 Evaluates the source **[5–6]**
e.g. It must be reliable as they would hardly admit all this unless it was true, so it must be useful.

Level 3 Answers based on the surface information the source conveys **[3–4]**

Level 2 Answers based on undeveloped provenance **[2]**

Level 1 Writes about the source but does not address the question **[1]**

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

4 Study Source F. Why was this source published in November 1857? Explain your answer using details of the source and your knowledge. [8]

Level 6 Explains purpose in specific context of 1857 **[8]**
i.e. must be on Canning's liberal approach.

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

Level 4 Explains the big message **[5–6]**
i.e. criticising Canning because he's being too soft

Level 3 Explains context (can be general on the Mutiny) **[3–4]**
OR
Explains a valid sub-message

Level 2 Misreadings of the cartoon **[2]**
OR
Interprets cartoon or describes the context – but not used as a reason for publication

Level 1 Surface descriptions of the source **[1]**

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

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5 Study Sources G and H. How far do these two cartoons agree? Explain your answer using details of the sources and your knowledge. [8]

Level 6 Compares big messages **[8]**
i.e. they agree that the Indians must be ruthlessly repressed.

Level 5 Compares sub-messages **[6–7]**

Level 4 Explains big messages of source(s) – no comparison **[4–5]**
Must be cartoonist's point of view.

Level 3 Explains sub-messages of source(s) – no comparison **[3]**

Level 2 Compares provenance of sources **[2]**

Level 1 Surface description of sources **[1]**

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

6 Study <u>all</u> the sources. The British killed many Indians because of the Mutiny. How far do these sources provide convincing evidence that this British reaction was justified? Use the sources to explain your answer. [12]

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 Y in the margin for each source use in support of the statement and N for each source use rejecting the statement.

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

Level 2 Uses sources to support or reject the statement **[4–6]**

Level 1 No valid source use **[1–3]**

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

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Option B: 20th Century topic

1 Study Sources A and B. How different are these two sources? Explain your answer using details of the sources. [7]

Level 5 Compares big messages **[7]**
i.e. attitudes of the authors: agree because both sympathetic to Saddam/Iraq, both think Saddam's actions were justifiable, neither blames Saddam, etc.

Level 4 Agreement AND disagreement of detail or sub-messages **[5–6]**

Any two on one side = 6 marks

Level 3 Agreement OR disagreement of detail or sub-messages **[3–4]**

Similarities include (both say):
- Iraq claimed Kuwait was a natural part of Iraq
- Iraq could not repay what it owed Kuwait
- Kuwait was drilling in Iraq's Rumaila oilfield
- Iraq's economy was being harmed by Kuwait's (increasing) production of oil
- Kuwait's royal family was unpopular
- Saddam refused to negotiate after the invasion
- US wanted to weaken Saddam's regime
- Kuwait knew Iraq could not pay
- Iraq was in debt
- Kuwait was to blame

Differences (there may be others):
- Iraq's debt to Kuwait was $80 billion in A, but $65 billion in B
- In A Iraq owns the Rumaila oilfield, in B it is disputed territory
- In A the reason why Saddam refused to negotiate was internal problems in Iraq, and in B it was misunderstanding of US's attitude to the invasion

Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject **[2]**
OR
Compares the provenance of the sources

Level 1 Writes about the sources but makes no valid comparison **[1]**

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

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2 Study Sources C and D. Does Source D make Source C surprising? Explain your answer using details of the sources and your knowledge. [8]

Level 5 Compares the content, then evaluates to decide surprised/not surprised **[7–8]**

Level 4 Explains whether surprised by Source C
i.e. no use of D **[5–6]**

Level 3 Uses content of D to explain whether C is surprising **[3–4]**

Level 2 Valid analysis of source but fails to state whether surprised or not surprised **[2]**
OR
Identifies something surprising/not surprising but not explained
OR
Answer based on provenance

Level 1 Writes about sources but fails to address the question **[1]**

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

3 Study Sources E and F. Does Source F prove that Saddam Hussein was not sincere in Source E? Explain your answer using details of the sources and your knowledge. [8]

Level 5 Compares the content, then evaluates to decide whether Saddam was sincere in E **[7–8]**

Level 4 Explains whether Saddam is sincere in E
i.e. no use of F **[5–6]**

Level 3 Uses content of F to explain whether Saddam is sincere in E **[3–4]**

Level 2 Addresses issue of proof but no valid comparison **[2]**
OR
Answer based on provenance

Level 1 Writes about sources but fails to address the question **[1]**

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

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4 Study Source G. What is the message of the cartoonist? Explain your answer using details of the source and your knowledge. [7]

Level 4 Explains big message **[6–7]**

These are answers that use the 'Occupying the High Ground' aspect (can be implicit) to contrast Saddam's claims with his actions, i.e. his hypocrisy.
If answer adds purpose to the Big Message, then award 7 marks (but note that 7 marks can be awarded on the BM only).

Level 3 Sub-message(s) explained **[3–5]**
e.g. Saddam is responsible for many deaths.
Award 3 marks to sub-messages which do not have any element of criticism, e.g. Saddam is strong.

Level 2 Misinterpretations **[2]**

Level 1 Surface description of source **[1]**

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

5 Study Sources H and I. How far do these two cartoons agree? Explain your answer using details of the sources and your knowledge. [8]

Level 6 Compares big messages **[8]**
i.e. Both leaders realise they have got their countries into a mess.

Level 5 Compares sub-messages **[6–7]**

Level 4 Explains big message of source(s) – no comparison **[4–5]**

Level 3 Explains sub-messages of source(s) – no comparison **[3]**

Level 2 Compares provenance of sources OR they are about the same topic **[2]**

Level 1 Surface description of sources **[1]**

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

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6 Study <u>all</u> the sources. How far do these sources provide convincing evidence that Saddam Hussein was to blame for the outbreak of hostilities with the US-led coalition in January 1991? Use the sources to explain your answer. [12]

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 Y in the margin for each source use in support of the statement and N for each source use rejecting the statement.

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

Level 2 Uses sources to support or reject the statement **[4–6]**

Level 1 No valid source use **[1–3]**

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

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