



Cambridge IGCSE™ (9–1)

HISTORY

0977/02

Paper 2 Document Questions

For examination from 2024

MARK SCHEME

Maximum Mark: 40

Specimen

This document has **14** pages. Any blank pages are indicated.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptions.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptions in mind.

Assessment objectives**AO1**

An ability to recall, select, organise and deploy knowledge of the syllabus content.

AO3

An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

Question	Answer	Marks
1(a)	<p>Study Sources A and B.</p> <p>How far do these two sources agree? Explain your answer using details of the sources.</p> <p>Level 5 (7 marks) Answers that compare the big messages of the two sources.</p> <p>Source A claims that the US was imperialistic in its actions whereas Source B claims that US actions were not imperialistic. Must be supported from the sources, otherwise place in Level 2.</p> <p>Level 4 (5–6) Answers that compare agreements AND disagreements of detail.</p> <p>Level 3 (3–4) Answers that compare agreements OR disagreements of detail.</p> <p>Agreements include: the ‘Maine’ sank, the US claimed to be acting for the people in the Spanish colonies, there were claims of Spanish mistreatment of their subjects, Cubans were struggling for their independence, Cuba remained under US control after 1898, the US purchased the Philippines.</p> <p>Disagreements include: In Source A, mistreatment of the people by Spain is either a claim or a lie, while in Source B it is a fact; the amount paid by the US for the Philippines was \$20 million in Source A and \$25 million in Source B; Source A claims Cuba was granted independence after the war, Source B says it became a protectorate of the US; unsupported claims that the US was imperialistic in Source A but was not in Source B.</p> <p>Level 2 (2 marks) Answers based on information that is in one source but is not in the other. OR Answers that compare the provenance of the sources.</p> <p>Level 1 (1 mark) Answers that attempt to compare the sources but make no valid comparison.</p> <p>Level 0 (0 marks) No creditable response.</p>	7

Question	Answer	Marks
1(b)	<p>Study Source C.</p> <p>Why was this source published at this time? Explain your answer using details of the source and your own knowledge.</p> <p>Level 6 (8 marks) Answers that explain the purpose of the cartoon in the context of events at the time.</p> <p>Answers must include a valid message and intended impact on audience. The context could include: the Cuban revolt against Spain, journalism in the US (yellow journalism) and growing support for Cubans, fears in Spain about US imperial ambitions.</p> <p>Level 5 (7 marks) Answers that explain the purpose of the cartoon.</p> <p>Answers must include intended impact on audience, e.g. to persuade the Spanish government about the threat from the US, to encourage the Spanish government to protect Cuba from the US, to make the Spanish people put pressure on their government to protect Cuba.</p> <p>Level 4 (5–6 marks) Answers that explain the big message of the cartoon as a reason for publication.</p> <p>For example, this cartoon was published to tell people that the US wants to take Cuba and the Spanish government must defend Cuba. Must have both parts.</p> <p>Level 3 (3–4 marks) Answers that explain pre-1897 context as a reason for publication. OR Answers that explain a valid sub-message as a reason for publication.</p> <p>For example, this cartoon was published to show that the US wants to take Cuba or the US is a threat to Cuba or Cuba is in danger or the Spanish must defend Cuba.</p> <p>Level 2 (2 marks) Answers that interpret the cartoon or explain the context but not used as a reason for publication.</p> <p>Level 1 (1 mark) Answers that provide a surface description of the cartoon. OR Answers that misinterpret the cartoon.</p> <p>Level 0 (No marks) No creditable response.</p>	8

Question	Answer	Marks
1(c)	<p>Study Sources D and E.</p> <p>Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.</p> <p>Level 5 (7–8 marks) Answers that compare the sources for differences in attitudes and evaluate at least one of the sources.</p> <p>Evaluation can be in terms of purpose or using contextual knowledge to explain there is no reason for being surprised, because both attitudes were to be found in the US at this time because of the debate over imperialism.</p> <p>Level 4 (6 marks) Answers that explain how Source E was a reaction to the attitudes in Source D.</p> <p>Answers will explain how the attitudes in Source E are a reaction to the attitudes in Source D, making Source E not surprising.</p> <p>Level 3 (4–5 marks) Answers that compare the sources and use the differences as a reason why Source E was surprising. OR Answers that use contextual knowledge to explain why Source E is/is not surprising (no relevant use of Source D).</p> <p>Level 2 (2–3 marks) Answers that compare/analyse the sources appropriately but fail to state whether Source E is surprising. OR Answers that identify what is/is not surprising about Source E but no valid explanation.</p> <p>Level 1 (1 mark) Answers that make assertions based on provenance.</p> <p>Level 0 (0 marks) No creditable response.</p>	8

Question	Answer	Marks
1(d)	<p>Study Sources F and G.</p> <p>How far would the two cartoonists have agreed? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 (8 marks) Answers compare the big messages of the cartoons.</p> <p>Either both cartoonists approved of US intervention or Source F approves and Source G disapproves.</p> <p>Level 5 (7 marks) Answers based on a comparison of the cartoonists' attitudes toward McKinley.</p> <p>The cartoonist of Source F does not approve of McKinley, while the cartoonist of Source G does.</p> <p>Level 4 (5–6 marks) Answers that compare valid messages of the two cartoons without commenting on the points of view of the cartoonists.</p> <p>For example, both cartoons say that the US wanted to get involved in Cuba; Source F says that the US was getting involved to help the Cuban people while Source G says that the US wanted more territories for itself.</p> <p>Level 3 (3–4 marks) Answers based on the message of just one of the cartoons or interprets both cartoons but no comparison.</p> <p>Level 2 (2 marks) Answers based on comparing the provenance of the two cartoons.</p> <p>Level 1 (1 mark) Answers that misinterpret the cartoon(s).</p> <p>Level 0 (0 marks) No creditable response.</p>	8

Question	Answer	Marks
1(e)	<p>Study <u>all</u> the sources.</p> <p>How far do these sources provide convincing evidence that the US became involved in Cuba and the Philippines to help the people living there? Use the sources to explain your answer.</p> <p>Source use must be referenced by source letter, provenance or a quote. There must be use of source content and an explanation of how this supports/ does not support the statement.</p> <p>Level 4 (6–9 marks) Uses the sources to support AND reject the statement.</p> <p>Level 3 (3–5) Uses the sources to support OR reject the statement.</p> <p>Supporting: B, D, F</p> <p>Not supporting: A, C, E, G</p> <p>Level 2 (2 marks) Uses the sources but fails to use them to test the statement.</p> <p>Level 1 (1 mark) Writes about the topic but no use of the sources.</p> <p>Level 0 (0 marks) No creditable response.</p>	9

Question	Answer	Marks
2(a)	<p>Study Sources A and B.</p> <p>Does Source B prove that Ho Chi Minh was right in Source A? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 (8 marks) Answers that compare the claims made in the sources and use purpose to evaluate at least one of them.</p> <p>Level 5 (7 marks) Answers that compare the claims made in the sources and use contextual knowledge/cross-reference to other sources to evaluate at least one of them.</p> <p>Level 4 (6 marks) Answers based on agreements AND disagreements between the two sources.</p> <p>Agreements include: both sources criticise the US presence in Vietnam and the methods it uses.</p> <p>Disagreements include: Source A claims that the South Vietnamese people had political aspirations such as independence and freedom but Source B claims they had no political interests and just wanted to be left alone to get on with their lives; Source A claims the South Vietnamese were anti-American while Source B claims they supported whichever side was there at the time.</p> <p>Level 3 (4–5 marks) Answers based on agreements OR disagreements between the two sources. OR Answers that evaluate Source A but make no relevant use of Source B.</p> <p>Level 2 (2–3 marks) Answers based on undeveloped use of provenance. Answers will, for example, claim that Source B does not support Source A because Source B is American while Source A is North Vietnamese.</p> <p>Level 1 (1 mark) Answers that attempt to address the question but fail to make a valid comparison or a valid use of provenance.</p> <p>Level 0 (0 marks) No creditable response.</p>	8

Question	Answer	Marks
2(b)	<p>Study Source C.</p> <p>Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge.</p> <p>Level 7 (8 marks) Answers that explain the purpose of the cartoon as the reason for publication in the context of events at the time.</p> <p>Answers must include a valid message and intended impact on audience. The context is the ineffectiveness of Operation Rolling Thunder.</p> <p>Level 6 (7 marks) Answers that explain the purpose of the cartoon as the reason for publication.</p> <p>Answers must include intended impact on audience. Purpose could include: to persuade Johnson to change his tactics, to persuade the public to oppose the wholesale bombing.</p> <p>Level 5 (5–6 marks) Answers that explain the big message of the cartoon as the reason for publication.</p> <p>Increased bombing, which was meant to win the war, is not working and should be stopped.</p> <p>Level 4 (4 marks) Answers that explain the context as the reason for publication.</p> <p>The context is the ineffectiveness of Operation Rolling Thunder (saturation bombing of North Vietnam and enemy territory in South Vietnam failed to defeat North Vietnam and alienated people in the South).</p> <p>Level 3 (3 marks) Answers that explain a valid sub-message of the cartoon as the reason for publication.</p> <p>Valid sub-messages include: the US has increased its use of bombing; the US government has claimed that bombing will win the war; bombing will not win the war.</p> <p>Level 2 (2 marks) Answers that explain the message or context but do not give a reason for publication.</p> <p>Level 1 (1 mark) Answers based on misinterpretation/surface reading of the cartoon.</p> <p>Answers will claim the cartoon’s message is that bombing will win the war or that the bombing should be increased.</p> <p>Level 0 (0 marks) No creditable response.</p>	8

Question	Answer	Marks
2(c)	<p>Study Source D.</p> <p>How useful is this source to a historian studying the Vietnam War? Explain your answer using details of the source and your knowledge.</p> <p>Level 5 (7 marks) Answers that use the publication of the poster as evidence that the US was worried the South Vietnamese army was losing the support of the South Vietnamese people.</p> <p>Level 4 (5–6 marks) Answers that use the message of the poster as evidence that the US wanted the South Vietnamese army to win the support of the South Vietnamese people.</p> <p>Level 3 (4 marks) Answers that reject the poster as useful because it is US propaganda. OR Answers that claim the poster is useful as evidence of US propaganda/ tactics but answers are not developed.</p> <p>Answer could claim the poster is trying to give the impression that the South Vietnamese army was looking after the people of South Vietnam.</p> <p>Level 2 (2–3 marks) Answers that reject the poster as useful because it does not tell us about specified aspects of the war.</p> <p>Answer could identify aspects of the war such as the policy of Vietnamisation that the source tells us nothing about.</p> <p>Level 1 (1 mark) Answers that accept the poster as useful for the surface detail it provides.</p> <p>For example, the South Vietnamese Army was protecting the people of South Vietnam.</p> <p>Level 0 (0 marks) No creditable response.</p>	7

Question	Answer	Marks
2(d)	<p>Study Sources E and F.</p> <p>Whose account can be trusted more, Westmoreland’s or Scowcroft’s? Explain your answer using details of the sources and your knowledge.</p> <p>Level 5 (8) Answers that explain how the sources differ and evaluate both to reach a conclusion.</p> <p>Evaluation could be by purpose or cross-reference.</p> <p>Level 4 (6–7) Answers that explain how the sources differ and evaluate one to reach a conclusion.</p> <p>Evaluation could be by purpose or cross-reference.</p> <p>Level 3 (4–5) Answers that evaluate one or both sources but fail to explain how they differ.</p> <p>Evaluation could be by purpose or cross-reference, e.g. in his autobiography Westmoreland could be trying to blame Congress and the government to shape his legacy and defend his reputation because he was recalled to the US; Scowcroft’s account might be trustworthy because he was Nixon’s adviser and yet is admitting he and others made errors.</p> <p>Level 2 (2–3 marks) Answers that attempt to evaluate one or both sources based on undeveloped use of provenance.</p> <p>Answer might, e.g. claim that Westmoreland is more reliable because he was in Vietnam or claim that Scowcroft is more reliable because he had a senior position so would know what was going on or that he would not lie to the White House.</p> <p>Level 1 (1 mark) Answers that make unsupported assertions about one or both authors.</p> <p>Level 0 (0 marks) No creditable response.</p>	8

Question	Answer	Marks
2(e)	<p>Study all the sources.</p> <p>How far do these sources provide convincing evidence that the US was defeated in Vietnam because it failed to win the support of the South Vietnamese people? Use the sources to explain your answer.</p> <p>Source use must be referenced by source letter, provenance or a quote. There must be use of source content and an explanation of how this supports/ does not support the statement.</p> <p>Level 4 (6–9 marks) Uses the sources to support AND reject the statement.</p> <p>Level 3 (3–5) Uses the sources to support OR reject the statement.</p> <p>Supporting: A, B, D</p> <p>Not supporting: C, D, E, F</p> <p>Level 2 (2 marks) Uses the sources but fails to use them to test the statement.</p> <p>Level 1 (1 mark) Writes about the topic but no use of the sources.</p> <p>Level 0 (0 marks) No creditable response.</p>	9

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