



**Cambridge Assessment
International Education**

Example Candidate Responses – Paper 2

Cambridge IGCSE™ / IGCSE (9–1)

History 0470 / 0977

Cambridge O Level

History 2147

For examination from 2024



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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE / IGCSE (9–1) / O Level History, and to show how different levels of candidates' performance (high, middle and low) relate to the syllabus requirements. This document helps teachers to assess the standards required to achieve marks beyond the guidance of the mark scheme.

In this booklet, candidate responses have been chosen from the June 2024 exam series to exemplify a range of answers.

For each question, the response is annotated with examiner comments about where and why marks were awarded or omitted. This is followed by comments on how the answer could be improved. There is also a list of common mistakes and guidance for candidates.

Please refer to the June 2024 Examiner Report for further details and guidance.

Note: The questions for these example candidate responses were taken from 0470 Paper 21, June 2024 which differ to the 0977/2147 June 2024 questions. However, the question format and skills are the same.

The questions and mark schemes are available on the [School Support Hub](#)

[0470 June 2024 Question Paper 21](#)

[0470 June 2024 Mark Scheme 21](#)

Past exam resources and other teaching and learning resources are available on the [School Support Hub](#)

How to use this booklet

This booklet goes through the paper one question at a time, showing you the high-, middle- or low level response for each question. In the left-hand column are the candidate responses, and in the right-hand column are the examiner comments.

Example Candidate Response – high	Examiner comments
<p>Source A and B agree very little. While both sources can agree on the widespread "newspaper" coverage of the plan of the invasion, they disagree on the outcome. Source B claims that the first air-raid by the US was detrimental and a cause of great disruption for the Cuban airforce, leaving them with only "eight planes" and "seven pilots". On the contrary, source A claims the first air-raid barely hit any of Castro's airforce, leaving them "intact".</p> <p>The two sources also disagree on why Kennedy halted the second airstrike. Source A claims he cancelled it to hide "US involvement", but Source B claims Kennedy had cancelled the raid due to having been told no prior plan for it. The sources also have statistical disagreements, source B citing 67 deaths and source A citing over a</p>	<p>1 The candidate immediately identifies a valid agreement – that the plan was covered in the newspapers. This places the answer in Level 2.</p> <p>2 The candidate explains a valid disagreement – the sources disagree over the effectiveness of the air raid. The answer reaches Level 3.</p> <p>3 The candidate correctly states the disagreement over</p>
<p>Responses are written by real candidates in exam conditions, demonstrating the types of answers for each level. These could be used to discuss and analyse the answers with learners in the classroom to improve their skills.</p>	<p>Examiner comments explain where and why marks were awarded. These help to interpret the standard of Cambridge exams to help learners refine their exam technique.</p>

How the candidate could improve their answer

- **(a)** To reach the top level of the mark scheme, the candidate needed to go beyond the details in the sources and explain their overall messages. On the whole, Source A blames the CIA for the disaster of the invasion, while Source B blames Kennedy. The candidate needed to make clear that these were the overall messages of the sources and not just more disagreements of detail. This comparison should have been supported by evidence from the sources.
- **(b)** There is little about this answer that could have been improved. The candidate did not lose time describing the cartoon but more on the overall message. This point of view was supported by references to the sources in the answer.

This section explains how the candidate could improve each response. It helps learners to improve their exam technique.

Common mistakes and guidance for candidates

- Candidates often appeared to have started writing their answers before they knew what the answers were going to be. Candidates would benefit by using some of the time to think carefully about each question and the sources and to plan their answers. This would lead to more coherent and relevant answers.
- It was important for candidates to directly answer the question about the historical events without directly addressing the question in the first sentence of their answer, for example: 'The newspaper Source D is wrong because...'. To do this, candidates need to start writing.

This section lists common mistakes as well as helpful guidance from the examiner. This will help your learners to avoid these mistakes. You can use this alongside the relevant Examiner Report to guide your learners.

Question 1

Example Candidate Response – high

Examiner comments

a. Sources A and B ~~agree~~ disagree over the fact that A places blame on Britain for the naval race, and appears to sympathise towards Germany, ~~and~~ claiming that Germany had no option but to respond towards British aggression, whilst source B makes direct claims of Germany having ill-intentions in growing their navy, as they hoped to ~~deliberately~~ ^{deliberately} overpass the British. For example, in A "Kaiser... wanted Britain as a friend and through the best way of achieving this was to build a powerful navy.... it would respect Germany and offer friendship...", whilst source B claims the complete opposite is "He wanted to make Germany a world power, and so great navy was needed", so these two differ in the reasoning for Kaiser's naval plans. Moreover, A claims that "Germany's policy was in fact no threat to Britain", whilst source B says "German fleet... - a clear threat to Britain", and source A claims that "this left Germany with no choice", reasoning for Germany's naval expansion as a result to British action, whilst source B says "Britain was to be wary... had to meet the German naval challenge...", so each justify the opposing sides, as A clearly states that Germany had no aggression intentions in expanding navy, towards Britain, whilst B claims that ~~it posed~~ ^{Germany} the initial threat and deliberately ~~confronted~~ ^{confronted} Britain. However, both sources agree over the overall ~~topic~~ ^{topic} of navy mentioned, as both mention the increase in dreadnoughts as in A "~~Britain~~ ^{Britain} started to build the first dreadnought", and in B "Britain... launched the first dreadnought", and even ~~both~~ ^{both} mention that Britain believed that the German ~~for~~ navy fleet ~~was~~ raised the "possibility of an

1 The candidate begins by stating how the sources disagree – Source A blames Britain for the naval race, while Source B blames Germany.

2 The candidate's opening statement is supported by quotations, showing that Germany poses no threat to Britain in Source A but does in Source B. The answer reaches Level 2.

3 The candidate reinforces their argument about Germany by using more quotations.

4 The candidate explains several agreements. The answer now has agreements and a disagreement and is in Level 3.

Example Candidate Response – high, continued

Examiner comments

a. "Invasion") as seen in A, and in B "Britain focused on ... possibility of ... a German invasion". Moreover, both agree over the fact that Tirpitz made a false statement, which gave rise to tensions, meaning both acknowledge the anti-Germany feelings within the British public as seen in source A "In Britain the anti-German public ..."; whilst in source B "naval programme was turning Britain against Germany".

Overall, the two sources appear to disagree to a larger extent than they ~~disagree~~ agree, as the overall message differs in the two, as A shifts the blame for the naval race on Britain, whilst B, justifies British actions and portrays Germany as the aggressor.

b. Overall, cartoon C, and D agree in the fact that ~~their~~ ^{their} ~~both~~ ^{messages} ~~acknowledge~~ ^{both} acknowledge the growing power in the navy of the British. For instance, source C depicts a figure with a staff, who appears to be representing the British, and claims ~~to~~ ^{carry} a ~~sovereign~~ ^{serious} ~~staff~~ ^{expansion}, and says "As long as I continue to rule the waves", ~~which~~ ^{which} ~~while~~ ^{while} ~~source~~ ^D depicts the British as a man holding the tub with the "Ocean", with the quote "the Ocean is a British possession", which ~~aligns~~ ^{aligns} ~~with~~ ^{both} ~~align~~ ^{aligns} with historical context, as in 1908 and 1900 2 navy laws were passed that increased Germany's battleships to 41, and 6 added ~~to~~ ^{added} ~~Germany~~ ^{Germany}, making them secure their overall navy power within Europe - even making them ~~the~~ ^{the} ~~strongest~~ ^{strongest} navy in the world. However, both sources appear to also agree on the fact that they are ~~criticizing~~ ^{criticizing} the British naval power in particular ways, as source C, appears to be emphasizing Britain's lack of care over the ~~the~~ ^{the} ~~cent~~ ^{cent}

5 The candidate clarifies their answer and reinforces this by stating that Source A places the blame with Britain, while Source B justifies British actions and blames Germany. The candidate states that this is the overall message of both sources. The candidate compares the big messages of the two sources and this places the answer in the top level of the mark scheme.

Mark for (a) = 7 out of 7

6 The candidate's answer begins with a valid agreement between the two cartoons. Both cartoons suggest that the British navy was powerful. This agreement is supported with reference to content from both sources. This part of the answer is in Level 4.

7 The candidate attempts to compare the points of view of the cartoonists based on both criticising Britain. This is not a plausible interpretation of Source C. Given the context of the late 1890s, it is much more likely that the cartoonist is praising the fact that Britain is willing to spend large amounts of money to defend itself. The interpretation of Source D begins well, but the reference to 'the criticism over Germany's ownership over the sea' does not really fit here.

Example Candidate Response – high, continued

Examiner comments

b. of expanding the navy as seen in the quote "this will run into money millions" ... "never mind about that, as long as I continue to rule the waves", which clearly denotes British fixation on acting in its self-interest, and gaining more power, ignoring the economical implications of such act. ~~Other~~ Similarly, source D, appears to almost mock Britain by depicting them as a figure of a stout man who seems overly proud whilst holding the "ocean", which may imply the criticism over Germany's ownership over the sea, and critic them as being overly controlling and dependant on their naval power.

However, the two ~~sources~~ do appear to disagree to an extent over the difference in provocation, as source C appears to be written by a British magazine in 1896, as a direct warning to the British public, over the economical issues that may follow due to such rapid expansion, whilst source B is written by an American magazine in January 1900, after the Navy laws had already been passed, so potentially writing towards the American public with the intent of warning them of the ^{potential} threat the British navy may pose upon the public. Specifically, source C shows a man holding a paper with "nine ships, million" whilst dressed more poorly, in comparison to the armoured British figureⁿ, so source C may strive to stir the ^{British} people into acting against the sudden naval expansion, as after 1892, it was the Kaiser and Tirpitz had ^{naval} strained negotiations over German expansion.

c. The reports in E may have been deliberately sent at the time, to depict Germany as the aggressor who continuously wanted to compete with the British over their navy, and warn the British over the

8 The candidate uses a similar line of argument – both sources criticising Britain. It is very unlikely that Source C was produced to encourage British people to oppose the naval expansion.

Mark for (b) = 5 out of 8

9 The answer begins with some valid sub-messages, such as Germany was the aggressor. Crucially, the candidate gives this as a reason for sending the report. The answer reaches Level 3.

Example Candidate Response – high, continued

Examiner comments

arriving threat. Germany's expansion plans may pose. For example, in quote "Germany was to reduce to a minimum the possible result of the Conference", followed by "an article of Germany will be to give a boost to the manufacture of arms", and "confirmed the fact that many countries are certainly preparing for war" emphasize Germany's deliberate intention on increasing navy, and continuing the naval race, which also emphasizes the presence of tensions, which align with the historical context, as in 1906 the Algeiras Conference had taken place which had given rise to further tensions between ~~Britain~~^{Britain} and Germany, as Germany felt excluded by the alliance of Britain and France, but also in 1906, the British had released the first dreadnought which had completely solidified the tensions, and made Germany more fixated on competing with Britain, and securing their naval power, by increasing naval production.

10

10 The candidate provides some good context – the naval race, the Algeiras Conference and Britain launching the first dreadnought. At this point, the answer is still in Level 3.

Moreover, the provenance of this source proves that the report may have been written to boost anti-German feelings in the British public, and promote the production of ~~more~~ ^{more} battleships as it is written in 1907 to the British government, by one of the British delegates, so would be in favor of the British, ^{especially} and against the Germans, – thus pushing for anti-German feelings as the British felt threatened by the German intention on also releasing a dreadnought, and felt threatened by their ^{opponent} ~~opponent~~ ^{supported} desire for conflict, so want to prepare the British ^{public} and appeal towards the British ^{for it}.

11

11 The candidate makes a sudden leap to the purpose of the report and states that this was to 'boost anti-German feelings in the British public and promote the production of more battleships'. The candidate already provides a good context and the answer moves to Level 6. Mark for (c) = 8 out of 8

Source F makes source G appear rather surprising as ~~the~~ source F portrays Kaiser's intention on war, ^{while} ~~while~~ source G ~~does~~ ^{portrays} Kaiser as intent,

12

12 The answer starts well with the candidate explaining the main difference between the two sources. Source F shows the 'Kaiser intent on war' while Source G shows that he wants peace with Britain. It is important that the candidate states that this means that Source F makes Source G surprising. The answer reaches Level 4.

Example Candidate Response – high, continued

Examiner comments

on peace only between ~~the~~ Germany and the British. Specifically, in ~~source F~~, ^{both} sources appear to be written by the Kaiser himself yet in ~~source F~~ Kaiser clearly depicts his ^{intentions} ~~aspirations~~ in fighting Britain over Germany's naval expansion, as ~~he~~ ^{as} seen in "I do not wish for a good understanding with Britain at the expense of the expansion of the German fleet", followed by "If they want a war, they must start it. We are not afraid", which clearly depicts Kaiser's aggression and ~~hostility~~ ^{resentment} towards the British Ambassador ~~supporting~~ ^{of} ~~the~~ "showing down of Germany's battleship construction". This correlates with the historical context as it is written in 1908, so during the time when international relations were growing due to the navy race, as seen in 1906 after Britain's release of the Dreadnought, the Anglo-Russian Entente in 1907, which formed the Triple Entente, and ~~Germany~~ ^{Germany} surrounded Germany around its enemies - thus making ~~Germany~~ ^{Germany} more dependant on ~~managing~~ ^{managing} its security by increasing its navy. However, ~~source F~~ depicts a completely different ^{more} ~~view~~ ^{motive} of the Kaiser, as ~~in~~ ^{it} is a fragment of his interview ~~in~~ ⁱⁿ 1908, where he states that "one of my dearest wishes is to live on the best of terms with Britain", followed by "which directly opposes the quote 'Whether the British like it or not, I do not want us', which, thus, makes it rather surprising as the Kaiser depicts clear motives of peace and the desire to appeal towards the British.

However, it may be said that ~~source F~~ does make ^{of} ~~the~~ ^{surprising} in the fact that ~~both~~ ^{contrasting} ~~are~~ ^{contrasting} comments from the Kaiser in 1908, but not really as surprising as ~~source F~~ is Kaiser's private comments written on the letter sent to him from the German Ambassador.

13 The candidate makes the important point that both sources come from the Kaiser.

14 The candidate gives a good explanation of Source F.

15 The candidate provides valid reasons why the warlike attitude in Source F made absolute sense at the time.

16 The candidate directly addresses the question.

Example Candidate Response – high, continued

Examiner comments

so it is expected for him to share his thoughts and most unfiltered, thoughts and feelings as it is in the privacy of himself, and ~~the~~ would not expectantly be shared with the public, whilst source C is a ~~the~~ Kaiser speaking to a journalist from a British newspaper in October 1908, so expectantly here he would choose to be more appealing and ~~con~~ ~~careful~~ towards the British, rather than himself, as this would be a newspaper published for the public to see, so he would expectantly want to reduce the chances of causing more ~~that~~ ~~anti~~-German feelings in ^{the} British public, by appearing more ^{peaceful}. Furthermore, both sources denote the Kaiser stating that the expansion of the German fleet is not targeted at anyone specific, and is instead done for general imperialistic interest, making source F not ~~so~~ source C as surprising.

~~Over~~ There are some sources which ~~provide~~ ^{provide} ~~the~~ convincing evidence that the British were to blame for the ~~the~~ naval race of more than German. For instance, source A claims that "Germany's (naval) policy was in fact no threat to Britain" and that "in 1905 Britain worsened relations with ~~Britain~~ Germany by starting to build the first dreadnoughts" which together directly place initial blame on Britain for beginning the expansion of the navy, and states that Germany's intent in its naval laws posed no direct threat to the British, unlike its British plans. Similarly, source C also supports this idea, as it depicts a British, wealthy-looking woman, stating that "Never mind about that as long as I continue to rule the waves" in response to the objections made of the poorly dressed men next to her about the money such expansion plan will cost, which clearly depicts the British

17 The candidate evaluates the sources to argue that it is not surprising because Source F was private, but in Source G, the Kaiser had to be more diplomatic. This raises the answer to Level 6.

Mark for (d) = 7 out of 8

18 The candidate gives an excellent explanation of how Sources A, C, D and G suggest that Britain was to blame. There is a good choice of quotations that are well explained. The answer reaches Level 3.

Example Candidate Response – high, continued

Examiner comments

fixation on increasing their navy, regardless of the serious consequences that may follow ~~on~~ upon their economy and public consequently – thus depicting them as incredibly determined, and capable of carrying the naval race with Germany. Furthermore, source D emphasizes Britain's ownership over the sea with quote "the ocean is a British possession."; where it is clearly emphasized ~~by~~ that the British have full ownership over the sea, and may do anything, even start a naval race, to ensure their 'possession' over the sea. Likewise, source ~~F~~ ^E clearly depicts that the Kaiser ^{or} states that "Germany ~~may~~ must have a powerful fleet to protect that commerce – it is in fact in the most distant seas"; which clearly opposes the idea of Germany's navy being increased for a naval race, and thus, instead shifts greater blame on the British for responding and interpreting Germany's naval laws as a direct assault to their navy power.

However, plenty of sources provide convincing evidence that Germany was more to blame, than Britain, like source B, which says "(William) wanted to make Germany a world power", and "a German fleet ... a clear threat to Britain", where it depicts Germany as being overly driven by imperialism, and willing to oppose, and compete, with Germany through the expansion of navy – planing greater threat onto the British. Similarly, ~~source E~~ ^{source B} depicts Germany as the one incur on continuing and emphasizing a navy race in "Germany has to reduce to a minimum the positive results of the conference", and "Germany will be to give a consent to the manufacturing of arms" where Germany clearly opposes Britain's plan on a yearly ~~or~~ reduction of naval armaments, and instead appear driven on ~~future~~ maintaining and ~~continuing~~ ^{causing} ~~on~~ a naval race. Subsequently,

19 The candidate turns to sources that suggest Germany was to blame and carefully explains how Sources B, E and F do this. The answer is now in Level 4.

Mark for (e) = 9 out of 9

Example Candidate Response – high, continued

Examiner comments

source F, also highlights Germany's desire on its expanding navy, ~~quotes~~ and ~~is~~ highlights an arms naval race as seen in Kaiser's comment of "we will never be dictated to about how our armaments should be planned", followed by, "I do not wish for a good ~~under~~ understanding with Britain at the expense of the expansion of the German fleet", which clearly shows Kaiser's intent on opposing Britain's request of slowing down the naval expansion, and instead continuing - making Germany appear more ~~the~~ driven and the one to blame for the naval race.

Overall, it may be said that these are enough sources proving that both were to blame, however, now sources appear to agree to a great extent that the British provoked Germany, and ~~initiated~~, initiated the start of a naval race.

Total mark awarded =
36 out of 40

How the candidate could improve their answer

- **(a)** There is some lack of clarity at the beginning of the answer. It would have been a good idea for the candidate to start with a clear statement similar to the one in the final paragraph. This would have made it clear from the beginning that they were comparing the overall messages of the two sources.
- **(b)** This answer would have been improved by a clearer and better supported comparison of the messages of the cartoon. The candidate's attempt to compare the points of view of the cartoonists would have worked if Source C had been read correctly – that it is praising the fact that Britain is not afraid to spend large amounts of money to defend itself and its people, and if the explanation of Source D had been clearer.
- **(c)** This was an excellent answer and directly addressed the issue of why the report was produced at that time. It had a valid purpose as well as relevant context. The answer could have got to the crucial part about purpose much earlier.
- **(d)** A good answer, but it could have been more concise and direct. The detail on the first page of the answer was not necessary; the candidate could have just explained and supported the fact that the sources show different attitudes from the Kaiser. The move to use evaluation to show that Source F does not necessarily make G surprising could have been made more prominent.
- **(e)** This candidate did three crucial things to achieve an excellent answer: **(i)** made it clear whether they are writing about Britain or Germany being to blame, **(ii)** chose relevant quotations that were exactly right, and **(iii)** explained how the sources suggest Britain or Germany was more to blame.

Example Candidate Response – middle

Examiner comments

~~The~~ The two sources agree on some things such as that Britain was the ruler ¹ of the seas, and they would never allow Germany's fleet to go there as it would only be a threat for Britain. Additionally, they also both mention that the reason for which British navy started to build the dreadnought was to make Germany mad, make them understand that Britain would not be nice (worsen the relations)

On the other hand, ~~the sources disagree~~ ^{firstly} Source A states that the reason why Kaiser wanted to build a powerful navy was because he wanted to have Britain as a friend. Source B ² disagrees with this because it says ~~the~~ that ~~the~~ Kaiser wanted to make Germany a World Power, and the way to do this, was by building a big powerful navy. Another disagreement the sources have is that ~~they~~ Source ³ A mentions that Germany was only building its own dreadnoughts because of Britain's threats, and so to respond to them, while in Source B, it is Germany the first one wanting to increase tensions, and not Britain, and they decide to build "two dreadnoughts a year". Overall, ~~the~~ source A and B agree on some common points, but disagree

¹ The candidate demonstrates a clear agreement between the two sources – that Britain ruled the seas. This places the answer in Level 2.

² The candidate shows a disagreement between the sources over why Germany wanted a powerful navy, with support from the sources. Source A says it was because Germany wanted Britain as a friend, while Source B claims that the Kaiser wanted to make Germany a world power. The candidate now has an agreement and a disagreement and reaches Level 3.

³ This is another attempt at a disagreement, but it does not work – in Source B the German decision to build two dreadnoughts a year is in response to Britain building the first one.

Mark for (a) = 5 out of 7

Example Candidate Response – middle, continued

Examiner comments

on the specific reasons why such events happened and because of who.

The two cartoonists would have agreed. ~~On both sources C and D~~

On source C, we can see the quote "as long as I continue to rule the waves" which sends us the message that Britain only wanted ~~to~~ to maintain its power over the seas, and ~~Britain~~ ^{Germany} which kept on increasing its navy was a major threat to them. On the cartoon we can see a man, probably in charge of building the fleets, telling him this will cost a lot of money, and British responds telling him he does not care.

On ~~the~~ source D, we can also see a British man ~~saying~~ holding the oar saying "the ocean is a British possession" which sends the same message as the previous cartoon, to show Britain wanted to maintain its power over the seas.

The purpose in fact, of both cartoons, was to show the world that Britain would fight back no matter what, and this message was more precisely aimed at Germany, who at that time wanted to take over ~~the~~ as world power by building new ships and dreadnaughts.

4 The candidate interprets Source C – Britain wants to maintain its control of the seas despite the cost involved. The answer is at Level 3.

5 The candidate gives a clear and valid comparison of the two sources. They argue that the message of both sources is that Britain wants to keep its control of the seas. This places the answer in Level 4.

Mark for (b) = 6 out of 8

Example Candidate Response – middle, continued

Examiner comments

This report was sent at that time as this, 1907, was a few years before World War 1 broke out. In fact, between all the causes that led to the war, naval and arms race (militarism) was one of them. From source E, we can understand that the aim of the Hague conference, was to maintain peace, to lower the amount of offence and therefore defence happening, and overall discourage disarmament. In 1907, conflict between Britain and Germany was already starting to rise, and the Conference was supposed to lower it, but instead Germany decide to do the opposite, which threatened the proposition of Britain to reduce naval armaments, and which overall put Britain in bad position for its control ~~of~~ ~~of~~ over the waves.

~~Source~~ In source F, Kaiser seems frustrated by the way Britain chose and said things. * He mentions that Germany should not be told what to do, which in this case, Britain asked them to control better their armaments. Kaiser saw this as a message that Britain wanted to declare war, and says he will do the complete opposite of what Britain was wishing for, ~~which was for them to be more~~

6 The early part of the answer provides some very general context and uses it to explain why the Conference took place, rather than why the report was published.

7 This part of the answer does not refer to the report. It does mention the German desire to threaten Britain's aim to reduce armaments, but this needs to connect to the publication of the report.

Mark for (c) = 2 out of 8

8 This is a rather uncertain explanation of Source F, concluding that the Kaiser wanted to expand the German fleet.

Example Candidate Response – middle, continued

Examiner comments

~~peaceful~~; peacefulness, and declared he would expand its German fleet even more. On source G, on the other hand, Kaiser seems ~~more~~ calmer. He says he will do what Britain wants, & reassuring them of their reasons for which they want to expand their German navy, as their only goal was to be on good term with Britain, and not fight. Both sources do agree on a this though. Source F mentions that the German fleet was not built against anyone, and therefore not even Britain, and says this was clearly stated in the Navy Law. Source G mentions similar points, saying that the only reason they wanted to expand German navy was for commerce. Commerce was crucial for their economy, and had some gains on in many parts of the world.

Overall, ~~the~~ Source F does make source G surprising, as Kaiser seems very ~~mad~~ mad in the first one saying that he is not scared of war and if they went to start it, he is all here for it, and to fight back, while on source G, ~~Kaiser~~ William seems scared even, and wants to maintain peace to prevent conflict risks which

9 The candidate explains that, according to Source G, Germany wants to be on good terms with Britain.

10 The candidate attempts to find agreement between the two sources – that the German fleet was not built against anyone. This is not very convincing and the candidate does not address the issue of 'surprise'.

11 The candidate explains the different attitudes of the Kaiser and the issue of surprise is addressed. This moves the answer to Level 4.

Mark for (d) = 4 out of 8

Example Candidate Response – middle, continued

Examiner comments

would lead to a war.

Sources A, D, and C provide convincing evidence that Britain ¹² was more responsible than Germany for the naval race. Source A clearly state the Germany was just trying to become friends with Britain, and wanted ~~the~~ a powerful navy, just to try and be at the same level as Britain. Britain saw this as a threat and ~~decided~~ ~~to~~ "worsened ~~the~~ relations with ¹³ Germany by starting to build the first dreadnought." Source A also mentions "anti-German public was aggressively demanding eight new dreadnoughts" which showed how Britain was the real reason why a naval race had started.

Sources C and D, which are both cartoons, are very similar as ~~firstly~~ they both aim at sending a message to ~~Britain~~ ^{Germany} to tell them that they (Britain) are ¹⁴ more powerful and there is nothing to do to change that as they will fight back. In fact, source C mentions "as long as I continue to rule the waves" while source D says "the ocean is a British possession" therefore both sending almost identical

¹² The candidate makes clear which sources they will use for arguing that Britain was to blame.

¹³ The candidate demonstrates a good use of quotations and explanation to show how Source A suggests Britain was to blame. The answer reaches Level 3.

¹⁴ For Sources C and D, the candidate needs to provide more detail – the quotations are too short and more explanation is required.

Example Candidate Response – middle, continued

Examiner comments

messages. This clearly shows how Britain may have been the ones more responsible for a naval race.

Sources B, E, F on the other hand show how \Rightarrow Germany ¹⁵ was more to give the fault to for a naval race. Source B mentions things such as "Tirpitz [G.] ignored warnings that his naval programme was turning Britain against Germany" showing how Germany basically did not care that it would create conflict, and that war could break out, and he would just fight back as he believed he had a stronger maybe even more superior ~~navy~~ navy than the British's. Source E also sends us a message that Germany was not trying to ¹⁶

create peace, which was what Britain was trying to do. We can see this when it mentions "Germany was to reduce to a minimum the possible results in the Conference. Source F, also ¹⁷ supports the statement that Germany was more to give the fault for the naval race than Britain because Kaiser seemed very mad in that comment, clearly mentions "If they want war (Britain),

they must start it. We are not afraid". Source G has no side, and is pretty neutral. ¹⁸

they must start it. We are not afraid". Source G has no side, and is pretty neutral.

¹⁵ The candidate switches to sources that suggest Germany was to blame.

¹⁶ The candidate gives a reasonable explanation of Source B. The answer reaches Level 4.

¹⁷ The candidate gives an inadequate explanation for Source E. There is no explanation of the significance of the Conference.

¹⁸ The explanation of Source F is weak. Overall, the candidate explains one source on each side meaning the answer reaches the bottom of Level 4.

Mark for (e) = 6 out of 9

Total mark awarded =
23 out of 40

How the candidate could improve their answer

- **(a)** The candidate could have read each source as a whole and thought about their overall messages or points of view. How far do the two sources agree or disagree in their big messages?
- **(b)** The answer would have been improved by a more definite and sustained attempt to consider and compare the points of views of the two cartoonists. The first cartoonist approves of Britain building more ships, but the cartoonist of Source D does not.
- **(c)** The candidate needed to focus on giving reasons for the publication of the report. The report needed to stay at the centre of the answer. Inferences needed to be made from the report about its sub-messages and main message – the Conference has failed and it is the fault of Germany. The candidate needed to make clear that the report was published to spread these messages.
- **(d)** If the candidate had explained an agreement properly and used it to address the issue of surprise, they would have reached Level 5, by having different and similar attitudes.
- **(e)** The candidate attempted to use a range of sources but has only used two of them adequately. To improve the answer, fuller explanations were required about how the sources support or do not support the hypothesis. The way the candidate has used Source A is a good example of how this could be done.

Example Candidate Response – low

Examiner comments

A and B
How far do these two sources agree?

In source A is spoken about how Britain saw power in Germany and decided to offer friendship, but Britain also ruled the seas and would have never allowed Germany to rival the British navy. But in 1905 Britain made themselves crystal clear by starting to build their first dreadnought and this left the Germans with no choice. Germany couldn't let the British to threaten them with powerful ships, so it had to build their own.

While in source A is spoken about the start of the conflict in source B they are already talking about the launching of the first dreadnought in 1906 by Britain. And from that moment both countries knew that they can be expecting a naval war any time soon. This event definitely did not improve the relationship between Anglo-German relation.

Both sources talk about the start of a naval conflict between Germany and Britain with both pointing that Britain is the one starting it as they know that the Germans will have to reply. They also know how expensive it is to build such a boat and they know Germany does not have enough resources to win this race of navy construction. naval race

1 The candidate writes about Source A. There is no mention of Source B.

2 There is an unsuccessful attempt to compare the two sources.

3 Here is a more direct attempt to compare the sources. The candidate claims that both sources blame Britain. This does not work with Source B.

Mark for (a) = 1 out of 7

Example Candidate Response – low, continued

Examiner comments

Source C and D

How far would these cartoons have agreed?

Source DC represents the Anti-Germans in Britannia aggressively demanding new and more dreadnought to get build. It's a symbol of the need of British power over the "waves". Since it was published by British magazine it's a way of first warning people about the money being spent showing that the public may be a bit greedy and also that they will do anything to stay in power over the water. ⁴

In Source CD it suggest the view of Americans that from an outside perspective see the power of Britain over the ocean even before the dreadnought were build. They refer to it as the British possession showing a man ludding a ball full of water referring to the British as the men. ⁵

Both sources are published before the Germans fell under attack but they suggest why Britain wants to keep its name as the ruler of the ocean as they are not scared of treathening Germany later on. ⁶

Study source E

Why was this report sent at the time?

The report talks about how the aims of the Germans were to reduce to a minimum to a positive result of the Conference. This was there plan to give a boost to the manufac-

⁴ The candidate gives a good interpretation of Source C and sums this up well in the final couple of lines of this paragraph. Level 3.

⁵ The candidate interprets Source D as showing the power of Britain over the oceans. The answer is still in Level 3, as there is no comparison.

⁶ The candidate successfully compares the sources – they both suggest that Britain wants to keep its name as the ruler of the ocean. The reference to Germany is not helpful, but the answer is accepted.

Mark for (b) = 6 out of 8

Example Candidate Response – low, continued

Examiner comments

ture of arms. The Conference not only decreased
 the disarmament it had increased the existing
 feeling of mainland Europe that no country
 has resources to offence and defence. The
 Conference was also said that many coun-
 tries are preparing for war. 7

This report was made in
 1907 only 7 years before the WW1 started. 8
 And ~~has~~ it's completely true that all countries
 have been preparing for this moment, as

And both Germany and Britain have
 been building these powerfull ships ~~to~~ and
 spending a lot of money on them little
 did they know they want use them

The boats were used only
 once in the battle of Jothland and they 9
 took so many damages that they didn't
 try again. Britain used the boats to
 block the ports in Germany so they couldn't
 receive any resources which slowed them down.

My suggestion of the report
 being sent exactly then is that the war 10
 the countries have been preparing did actually
 happen. And that no country can afford to
 neglect its means of offence and defence.

7 This first paragraph demonstrates little understanding of Source E. It contains parts of the source that are simply repeated or paraphrased.

8 The answer begins to wander away from the source and the candidate writes about the First World War, although no one knew then that this was going to start in 1914. The reason given for the report being made is invalid.

9 The references to events in the First World War lack relevance.

10 The candidate claims that the report was sent then because the First World War did take place. The answer is in Level 2 because the issue of why the report was published then is never properly addressed.

Mark for (c) = 2 out of 8

1 Source F and G.

How far does source F make Source G
 surprising

In source F Kaiser William's
 talks ~~by~~ comments on written letter

Example Candidate Response – low, continued

Examiner comments

to him from the German Ambassador in Britain where he states things such as "we shall never be dictated to about how our armaments should be planned. We should look upon this as a declaration of war" he also says that he does not wish for a good understanding with Britain which are clear indications of later. ~~and~~ He does not like Britain and also Britain has been leading in the building of the boats ~~is also~~ Kaiser also feels threatened by them.

While surprisingly in the source G. he says completely the opposite by stating that "My heart is set upon peace" and it's one of my dearest wishes to live on the best of terms with Britain." He ~~states~~ He finally felt scared ~~also~~ ~~forth~~ from the powerful navy of Britain and decided to make peace with them. He admits that Germany is still weak as they are a young empire. ~~They~~ He even hopes that Britain will be glad that Germany has a fleet.

It's blocking to think that both messages were done in the same year and that Kaiser's perspective has completely changed. This wasn't so much later after some entente and alliances have been signed between some countries and he might have felt pressured into ~~doing~~ public announcing this his wishes. And to move his hopes into making peace with Britain. As far as we know they fight against each other 6 years after this

11 The candidate explains the Kaiser's attitudes in Source F.

12 The candidate explains how the Kaiser's attitude in Source G is surprising because it is different – much more peaceful. The answer is in Level 4.

13 There is an attempt to explain why there was a change in attitude, but this is too vague to be credited. Mark for (d) = 4 out of 8

Example Candidate Response – low, continued

Examiner comments

was made. Kaiser never had good real intentions towards ~~the~~ Britain neither did Britain towards Germany.

Study all sources
How far do these sources agree that ~~Germany~~^{Britain} was more responsible for the 1914 race?

~~Source A~~

The race between Britain and Germany for who has a ~~better~~ navy a more powerful navy was very important part in the years ~~before~~ before WW1.

Traditionally Britain had the most powerful navy in the world but in 1898 Germany began to build one too.

Source A suggests that Britain pushed Germany into building a navy as they worsened relations with Germany by starting to build the first dreadnaught this left Germany with no choice. So this is a sign of Britain provoking first Germans ~~into~~ leading them with no choice then leaving to start building too. Anti-Germans were also demanding more boats to get build which leads to the conclusion that this sources provides us with the information of the British hating on Germans.

Source B ~~also~~ talks about ~~to~~ ~~the~~ ~~the~~ Germans decision to build an army strong enough to

14 The candidate gives a reasonable explanation of how Source A suggests that Britain was to blame. The answer is in Level 3.

Example Candidate Response – low, continued

Examiner comments

Defeat the British navy. Britain notice that ¹⁵ was emerging was designing to only operate in the North sea which was a clear threat for the British. Germany was growing as to be the main enemy of Britain in the future. After Britain launched there first battle in 1906 this was a clear indication for the Germans that war will happen. Anglo-German relation was definitely not going well. This source suggest that both Germany and Britain are equally responsible for the naval race ~~so~~ while in source C talks about the push from the British to want more and to not ~~back off~~ from the Germans stating that "money is not an no ~~object~~" the Britain really wanted to stay in rule of the waves which makes them responsible for starting the naval race as wanting the ~~default~~ there little which in source D was represented in a cartoon of the Americans stating that "the oceans is a British possession" which supports the idea of the responsibility of the naval race on Britain.

Source E is about the preparation for war from all countries but in source source F ~~so~~ talks about the hate from the Kaiser toward Britain which leads to the thinking of that Germany pushed the naval race. ¹⁷

Finally in source G we see the ~~idea~~ wish of William to peace with Britain and the states that Germany is still young and growing which provides us with evidence that Britain was more responsible than Germany for the naval race as they never backed off or gave Germany a sign of peace.

¹⁵ The candidate tries to use Source B, but this lacks a clear argument.

¹⁶ The explanation of Source C is only just good enough, but the attempt at using Source D is inadequate. This means the candidate explains two sources that suggest Britain was to blame. The answer remains in Level 3.

¹⁷ The comments about Sources E, F and G are much too vague to move the answer up the mark scheme.

Mark for (e) = 4 out of 9

Total mark awarded =
 17 out of 40

How the candidate could improve their answer

- **(a)** This answer contained several attempts at comparison, but none of them were valid. The candidate could have looked for more straightforward agreements, such as Tirpitz being in charge of the German navy and Britain ruling the waves.
- **(b)** The candidate needed give more attention to the points of view of the cartoonists. They both show Britain was determined to stay in charge of the oceans, but do they approve of this?
- **(c)** To reach the next level in the mark scheme, the candidate needed to either explain the context of the time as a reason for publishing the report or to explain a sub-message of the report that goes further than paraphrasing and involves an inference, for example, Germany was not in favour of disarmament.
- **(d)** To reach the next level in the mark scheme, the candidate needed a more detailed explanation of the differences between the two sources. Additionally, the candidate could have explained that both sources do suggest the Kaiser did want to get along with Britain and that the German fleet was not necessarily a threat to Britain.
- **(e)** This answer could have been improved by better use of the sources, especially those that suggested Germany was to blame. The candidate needed to explain the sources properly, for example: 'Source E suggests that Germany was to blame for the naval race because it shows how Germany made sure there were no agreements about disarmament at the Hague Conference. Germany's actions encouraged countries to do more to prepare for war'.

Question 2

Example Candidate Response – high

Source A and B agree very little. While both sources can agree on the widespread "newspaper" coverage of the plan of the invasion, they disagree on the outcome. Source B claims that the first air-raid by the US was detrimental and a cause of great disruption for the Cuban airforce, leaving them with only "eight planes" and "seven pilots". On the contrary, source A claims the first air-raid barely hit any of Castro's airforce, leaving them "intact".

The two sources also disagree on why Kennedy halted the second air strike. Source A claims he cancelled it to hide "US involvement", but Source B claims Kennedy had cancelled the raid due to having been told no prior plan for it. The sources also have statistical disagreements, source B citing 67 deaths and source A citing over a hundred. Overall, though they have some agreements on the newspaper coverage and the use of Cuban exits, they mainly disagree with one another about the proceedings and outcomes of the strike / invasion.

The message of the cartoon seems to be a criticism of Cuban Communism, especially when considering its provenance as an "Anti-American cartoon". The source depicts Cuba and Castro in a defensive position of a fortress with the American "invasion effort" in the background. Cuba is also shown to have "Liberty" locked behind bars. The message of this cartoon is likely to be praise of the Bay of Pigs invasion as an effort to set Cuba free from Communism. The invasion effort is shown by a hand holding a flame, a symbol of hope and liberty.

The criticisms of Communism in this cartoon come from the hammer and sickle symbol branded on the smoking tank. "Liberty" is shown to be a woman, locked up as though communism was being criticised for giving its people a lack of freedom. The man at the top, resembling Castro and his comrades defend a castle on top of a mountain with a cold and dark appearance. The message at the top, spoken by Kennedy is likely put as a way to again promote and praise the "American efforts", desiring to free the "Cuban People" from the lacks of Communism.

Examiner comments

- 1 The candidate immediately identifies a valid agreement – that the plan was covered in the newspapers. This places the answer in Level 2.
- 2 The candidate explains a valid disagreement – the sources disagree over the effectiveness of the air raid. The answer reaches Level 3.
- 3 The candidate correctly states the disagreement over the number of invaders killed – 67 in Source B and over a hundred in Source A. This moves the answer to the top of Level 3.
Mark for (a) = 6 out of 7
- 4 The candidate gets to the main point quickly by stating the point of view of the cartoonist – the message of the cartoon is to criticise 'Cuban Communism'. There is some support and the answer is in Level 5.
- 5 The candidate reinforces the point, explaining that the cartoon is praising the invasion 'as an effort to set Cuba free from Communism'.

- 6 The candidate supports the claim that the cartoon is criticising Castro and communism by the relevant use of details in the cartoon, for example, liberty being locked up, signifying the lack of freedom for people in Cuba. This support confirms that the answer belongs in the top level of the mark scheme.

Mark for (b) = 8 out of 8

Example Candidate Response – high, continued

Examiner comments

Though source D aimed to direct blame away from President Kennedy, source E pushes that it was the short-comings of president Kennedy that was the cause of failure for the Bay of Pigs invasion. Source D claims that the only real fault that can be pointed at Kennedy was the cancellation of the air-strikes, however, source E claims the President was the one who chose to not wait until "all troops were accounted for". Source D pushes it onto the CIA that the invasion needed to be "better [conceived, organised, staffed and managed]" whilst source E pushes the blame back to Kennedy, claiming the man was more concerned with his "image".

Source E also places an emphasis on the suspicion of President Kennedy's brother, Robert Kennedy. This makes source D less trustworthy, as its pro-stance claims Robert Kennedy to be part of the committee, as well as promoting the man behind the support, General Maxwell Taylor, after the report was sent. While source E agrees that the CIA will "continue to be blamed", the source itself blames Kennedy's and his administration's actions/inactions for the failure. While source D tries to take off all blame from Kennedy, source E blames Kennedy's lack of concern with investigation, as well as his concern for his own pride.

Kennedy's speech on the 20th of April in source F happens in the midst of the coming failure that is the Bay of Pigs invasion. Kennedy says some key things. Firstly, he distances the US from the invasion, claiming it was purely Cuban "partisans against a ... dictator". He claims the US would "not intervene" in the conflict. This is done likely to avoid further conflict from escalating if they were openly fighting against Castro due to Cuba's ties with the Soviet Union.

7 The candidate clearly states the different views over who was to blame, but this is not yet supported.

8 These attempts to provide support do not work because of the use of Source E. The candidate refers to the parts of Source E about how the investigation was carried out, but not about the events of the invasion.

9 The candidate explains some valid doubts about how far Source D can be trusted. This places the answer in Level 3.

10 The candidate uses the key sentence in Source E (the failure was caused by the actions and inactions of Kennedy) to show that Source D is wrong. This raises the answer to Level 4. However, as the answer already provides some evaluation of the sources, Level 5 is awarded.

Mark for (c) = 7 out of 8

11 The candidate makes the crucial points that Kennedy is distancing the US from the invasion and that it was purely a Cuban affair. This is followed by an explanation – that Kennedy was trying to avoid an escalation that could draw the USSR into the conflict. Another valid explanation could be that he did not want to be identified with what was a disaster. Level 5 is achieved.

12 The candidate gives a reason for the speech, 'This is done likely to...'

Example Candidate Response – high, continued

Examiner comments

However, despite the avoidance of admitting any role in the invasion, Kennedy takes the opportunity of to criticise Communism, saying the fight against it is one of "liberty against tyranny" ¹³ ~~from~~. At the height of the Cold War at the time, both countries do their best to villainise the other ideology, and Kennedy ~~uses~~ uses the deaths of "brave men and women" to further this stand against Communism. President Kennedy also takes this as an opportunity to speak subtly about the future, carefully addressing the people. Instead of outright admitting loss, he admits the ~~from~~ Communist should not be "underestimated". Kennedy also takes this as an opportunity to say the fight is not over, that Communism did not win, saying they ¹⁴ "expect" the end to every "fanatic tyrant", a reference to US containment efforts around the world.

While Sources C and E do not point the finger of blame to anyone in particular, sources B and E push all the blame of the failure to President Kennedy and his administration. Both sources portray Kennedy as a man who was more concerned with his pride than with the invasion itself. Source E cites a lack of action, backed ¹⁵ up by source B that claims Kennedy did not agree to providing air assistance when asked to do so by the CIA. Source B claims the CIA knew that without the ~~air raid~~ second air raid, the invasion would fail, which was the exact one Kennedy cancelled because he "did not remember" hearing about it before. Source B also claims Kennedy ¹⁶ was "fatally attracted" to the idea of a cheap and easy way of overthrowing Castro and Communism in Cuba. This idea is again backed by source E, as it claims Kennedy did not wait for the troops to be accounted for. The two sources pin the blame on Kennedy for the poor organisation of the invasion and blame his pride for the cancellation of the crucial air support needed to win the invasion.

¹³ By itself, this paragraph would reach Level 3 as it explains perfectly valid reasons why Kennedy was making the speech.

¹⁴ The candidate reinforces the point about Kennedy wanting to distance himself from the invasion. Mark for (d) = 7 out of 8

¹⁵ The candidate uses Source E to support the hypothesis that Kennedy was to blame. The reference to his 'lack of action' directly relates to what Source E claims. It is a weak use of Source E.

¹⁶ The candidate uses Source B much more satisfactorily. They explain that Kennedy refused to authorise the second air raid and that, without this, the invasion was doomed to failure. The answer reaches a secure Level 3.

Example Candidate Response – high, continued

Examiner comments

Despite sources B and E claiming Kennedy was ~~not to blame~~ to blame, sources A and D instead push the guilt onto the CIA. Source A immediately criticises the CIA's choice of a "landing point", as well as their use of "obsolete World War II bombers" which was a reason for the failure of the first air-strike. Source A directly points out the "weakness" of the CIA as it mentions the disastrous outcome of the invasion. Source D too, blames the poor planning of the CIA, claiming Kennedy's decision of whether or not to commit to the airstrike likely should never have happened. It is important to note, however, that source D is biased against the CIA as the man behind it are direct associates of the Kennedy's, and that Taylor, the man who made the report had Robert Kennedy on the committee, as well as gained a promotion from him. Source D also states that the provided manpower would never have been engaged. Both sources A and D claim that the poor planning and lack of proper management and staffing were the real, fundamental causes of the failure of the Bay of Pigs invasion, not Kennedy's withdrawal of the second air-naval support.

Though it can be argued that both President Kennedy and the Kennedy Administration, and the CIA are to blame, the sources above lean more towards Kennedy being at fault. Due to the unreliable nature of source D, and the criticisms of Kennedy in source B, the president seems to have played a key role in the failure of the invasion especially due to his choice to cancel the apparent very crucial second air-strike. The lack of action cited in source E also leans to this as Kennedy. The criticisms of President Kennedy line up to put him at fault. Sources C, being a cartoon pointing the fault at no one, and source F being a speech from Kennedy himself are neither defensive of Kennedy or attacking him. Neither source attacks the CIA as well, making them neutral.

17 The candidate explains how Source A places the blame on the CIA because of its choice of landing point and the use of obsolete bombers. The answer moves into Level 4 because the candidate explains some support for the hypothesis and some evidence against it.

18 Source D is chosen for blaming the CIA for its poor planning and lack of proper management and staffing. The use of the source could be better, but the candidate's use of the terms do match up with those in Source D.

19 The candidate evaluates Source D and some doubt is cast over its use as evidence against the CIA. The earlier use of Sources A, B, D and E could have been much better and a mark of 6 was considered. However, this valid evaluation of Source D leads to a mark of 7 being given.

Mark for (e) = 7 out of 9

**Total mark awarded =
35 out of 40**

How the candidate could improve their answer

- **(a)** To reach the top level of the mark scheme, the candidate needed to go beyond the details in the sources and explain their overall messages. On the whole, Source A blames the CIA for the disaster of the invasion, while Source B blames Kennedy. The candidate needed to make clear that these were the overall messages of the sources and not just more disagreements of detail. This comparison should have been supported by evidence from the sources.
- **(b)** There is little about this answer that could have been improved, but it is worth noting its strengths. The candidate did not lose time describing the cartoon but moved to the point of view of the cartoonist in the first sentence. This point of view was supported by references to details in the cartoon in the second paragraph of the answer.
- **(c)** This answer rather stumbled its way to Levels 4 and 5. It could have been much clearer and more carefully organised. For example, the candidate might have first explained the disagreement over who was to blame between the two sources, using key and relevant parts of the sources. This then might have moved on to reasons why either Source D or Source E was problematic, such as Kennedy being a member of the Committee or Source E being produced by the CIA. This would have then reached a conclusion about whether or not Source E proves that Taylor's findings were wrong.
- **(d)** To reach the top level in the mark scheme, the candidate needed to consider the importance of Kennedy giving this speech to a group of newspaper editors. This showed how important he felt it was to respond to events in Cuba. He was keen to get his version of events across and clearly hoped that it would reach a large audience through the newspapers.
- **(e)** To obtain a higher mark in Level 4, the candidate needed to use the sources more effectively. Some of the explanations of how the sources did and did not support the hypothesis are weak. For example, the following would have been a more satisfactory use of Source E: 'Source E does blame Kennedy for the failure. It says that the major causes of the failure were the actions and inactions of the Kennedy Administration, including the President'. A higher mark could also have been achieved by using a wider range of sources.

Example Candidate Response – middle

Examiner comments

Both sources A and B acknowledge and agree that the invasion was a poorly kept secret. Source A states that 'the plan became common knowledge among Cuban exiles', with Kennedy saying "Castro doesn't need agents over here. All he has to do is read our newspapers". Source B also confirms this, stating that 'in early April 1961 US Newspapers were reporting that the United States was training Cuban exiles for an invasion of Cuba. Both Sources also agree on a similar casualty number. Source B states 1197 invaders were captured and 67 killed. Source A rounds up that figure to 1200 captured and 100 killed. However, the two sources disagree on some points. Source B pins the operation on Kennedy and ~~states~~ claims he was seeking for a way to overthrow Castro 'at little cost'. Source A does not mention this, taking an objective stance on the events. While both sources generally agree on most points and provide identical facts, some points do not align. While source A is an objective overview of the events, source B is more subjective and states things that do not have solid historical backing.

1 The candidate begins well, by explaining how both sources state that the invasion was not kept secret and was reported in the newspapers. This places the answer in Level 2.

2 The candidate identifies another agreement, about the number of invaders and numbers killed. This agreement places the answer higher in Level 2.

3 The candidate attempts to explain a disagreement, but it does not work. The candidate claims that Source A does not mention something about Kennedy that Source B does and adds that Source A is objective. There are two problems with this: this is not a proper comparison and Source A is no more objective than Source B.

Mark for (a) = 3 out of 8

Example Candidate Response – middle, continued

Examiner comments

One of the messa One message of this poster is that the US-backed invasion had failed to strike right. This is symbolized symbolized by the bolt of lightning labeled "INVASION EFFORT" striking rocks off the coast ^{instead of} the Cuban fortress in which they are waiting to repel the attack. instead. This is referencing the failed CIA bombings that were carried out by old WW2 planes disguised as Cuban planes, which missed most targets and failed to create an element of surprise which left the Cuban air force still intact and on alert. This embarrassing failure had created public outrage, and led to the portrayal of the invasion effort being a bolt of lightning concentrated on a rock near the fortress instead of the fortress itself.

While source E ~~not directly~~ does not directly prove Taylor's findings are wrong, it questions their reliability. Source E argues that Taylor failed to create a full image of the event by failing to take in / consider important accounts of the event. It points out the bias in the investigative committee with Kennedy's brother sitting in it. Source E claims that President Kennedy had been more concerned with his personal image than with conducting the investigation properly, but fails to provide anything to back these claims, therefore compromising their reliability. Hence, while raising important questions about the integrity and reliability of Taylor's ~~findings~~, Source E fails to prove them wrong to a large extent.

4 The answer focuses on the message of the cartoon. It states that the message is that the invasion was a failure. This is valid. The cartoon was published on 21 April and by that date it was clear that the invasion was going badly wrong.

5 The candidate supports this message by using details in the cartoon – that the bolt of lightning labelled 'Invasion Effort' misses the Cuban fortress. This is a perfectly plausible use of the details in the cartoon. The answer reaches Level 3.

6 The answer begins to drift away from the source, but the final sentence of the answer makes a good point about public outrage leading to the portrayal of the invasion as a failure.

Mark for (b) = 3 out of 8

7 The answer avoids the issue of how the two sources disagree.

8 The candidate explains how there are doubts over Source D because Kennedy was on the Committee and because Source E claims that Kennedy was more interested in his image than with conducting the investigation properly. This part of the answer reaches Level 3.

Mark for (c) = 3 out of 7

Example Candidate Response – middle, continued

Examiner comments

It was important for Kennedy to make this speech at the time to deny US involvement and emphasize that ~~it was not~~ the United States was not intervening or taking ~~any~~ ^{part in} any offensive action in Cuba (directly). Kennedy ^{also} uses this speech as an opportunity to create an image of a battle of Cuban patriots against tyranny in order to take a moral high-ground and condemn Castro's action and emphasize the gravity of the threat that communism posed. Furthermore, Kennedy tries to **9** reassure the people of America about the situation, concealing and sugarcoating the scale of the failure, and discouraging them from questioning/looking deeper into it, ~~reassuring~~ promising that it is his obligation as president to present the truth, convincing that he can be trusted and that his word is reliable, further discouraging people to question what had happened in a sneaky and indirect way. It was important for Kennedy to be the first to speak of this - before word got out, so he could shape the narrative to his ~~own~~ will and create the image he wished for the American people to see before more **10** information and accounts of what had happened could come out.

9 The answer begins with an excellent explanation of Kennedy's attempt to distance himself from the invasion of Cuba. The candidate explains that Kennedy wanted the invasion to be seen as a struggle between Cuban patriots and Castro and that by emphasising this, Kennedy is trying to take the moral high ground. The answer is in Level 5.

10 The second half of this answer explains the sub-messages of the speech.

Mark for (d) = 7 out of 8

Example Candidate Response – middle, continued

Examiner comments

The level of evidence between sources vary.
 Source A takes an objective stance. It describes the events that unfolded but does not aim to make a conclusion ~~or~~ or blame one party for these events. The details provided in the source could be perceived by one as ~~a~~ ^{Kennedy's fault}, but it does not state so directly.

On the other hand, Source B is less objective. While failing to provide ~~valid~~ proper evidence to back up this claim, source B suggests Kennedy was at fault, stating ~~the~~ that Kennedy was "fatally obsessed with the idea of overthrowing Castro at little cost". While these claims suggest Kennedy was responsible, they fail to back it up and therefore does not provide sufficient evidence that Kennedy was to blame.

Source C makes commentary on the events in the form of a political cartoon. While being highly opinion-based, the cartoon criticizes the way the United States and the Cuban exiles composed themselves and the sloppy manner in which they carried out the attack. While providing commentary and strong opinions, this source does not provide any EVIDENCE that Kennedy was to blame.

Source D provides the findings of the Taylor Committee. These findings shift the blame to the CIA and that their actions led to the failure of the operation. However, several concerns have been raised regarding the reliability of this findings, suggesting that the investigation was mishandled and biased. Therefore, Source D paints the CIA as the one responsible and goes against the claim that Kennedy was at fault.

11 There is a vague reference to Source A containing 'details' that suggest it was Kennedy's fault, but no evidence from the source is given.

12 The candidate gives a relevant quotation from Source B that suggests Kennedy was to blame. However, it needs to be explained much better. The answer is at the lower end of Level 3.

13 The candidate provides no evidence from the cartoon to support the claims being made.

14 The candidate correctly states that Source D claims that the CIA was to blame but gives no evidence from the source to support this claim.

Example Candidate Response – middle, continued

Examiner comments

Source E is a report by the CIA regarding source D. In it, they deny responsibility for the failure and paint a strong image ~~of~~ Kennedy ^{as} 15 as the one at fault. While convincing, coming from a reliable source, these claims ~~remains~~ remain as claims, as little evidence is provided to reinforce them. Hence, ~~the~~ source E fails to provide proof and evidence of the claims, pointing out flaws in the Taylor Committee but failing to provide evidence that Kennedy was to blame.

Overall, while making strong arguments for their case, most sources fail to provide actual evidence to prove that Kennedy was at fault. Most such claims were unsupported and therefore ~~don't~~ do not provide convincing evidence that Kennedy was at fault.

15 The candidate correctly states that Source E suggests Kennedy was to blame but provides no evidence to support this.

Mark for (e) = 3 out of 9

Total mark awarded =
19 out of 40

How the candidate could improve their answer

- **(a)** The answer could have been improved if the candidate had explained a valid disagreement. There are several that the candidate could have used, for example Source A says the air strike was not effective, but Source B says it was, and in Source A the second airstrike was cancelled to hide US involvement, while in Source B, it did not happen because Kennedy claimed he had not been told about it.
- **(b)** This answer could have been better if the candidate had considered a wider range of messages. For example, the cartoon suggested that Castro was a threat to liberty and that the Cuban people had no freedom. It also suggested that the Soviets were helping to defend Castro's regime. The explanation of more than one message would have led to a higher mark in Level 3. The big message of the cartoon was also missed – that the Cuban people will continue to fight for their freedom despite the failure of the invasion. This would have placed the answer in Level 4.
- **(c)** The candidate needed to explain other ways in which there were problems with either or both Source D and Source E, such as the promotion of Maxwell. To reach Level 4, the candidate needed to explain and support the disagreement between the sources over who was to blame for the disaster. This move is side-stepped in this answer.
- **(d)** At the end of the answer, the candidate made the point that Kennedy was hoping to 'shape the narrative'. This could have been linked to the fact that the speech was being made to newspaper editors. This would have moved the answer into the top level of the mark scheme.
- **(e)** The candidate referred to a range of sources and made claims about them. However, with the exception of Source B, no evidence was provided from the sources to support the points being made. The candidate needed to identify evidence from sources and then explain how this evidence supported or did not support the view that Kennedy was to blame, for example: 'Source B tells us that Kennedy was to blame because it states that he cancelled the second air raid. The source goes on to say that the CIA knew that without this air support the invasion would fail'.

Example Candidate Response – low

Examiner comments

To begin with, source A mentions "Cuban control of ... the invaders" does agree with source B as it also mentions "CIA asked Kennedy ... he wanted minimum visibility". These two phrases agree with each other due to the fact Kennedy denied air support leaving air control to Cuba. Furthermore, in addition, there were planes in the sky that were sent but 7 of them were shot down and 1 went missing. This shows that the attackers were facing military forces of Cuba both from the ground and the air. Source A also disagrees with source B since in source A "1200 invaders ... 100 were killed" and source B "67 Cuban exiles ... 1197 were captured". Both of the sources disagree with each other with the wrong information. The amount of people that were shot dead were 200 and 1100 were captured until for 20 months and were finally let go after certain terms agreed between both countries. Lastly, source B mentions "very quickly two of the invasion ships were sunk" and source A mentions "sink two escort ships" which agree with each other due to wrong planning. To what was seen as seaweed, it turned out to be razor sharp coral reef leading to the ships being halted and later on destroyed. Overall, I think that these sources agree with

1 The candidate attempts to identify an agreement by giving two quotations from the sources. This does not work because the quotations do not agree with each other. This attempt is not helped by the fact that the quotations are not given in full and the truncated versions struggle to make sense.

2 The attempts at comparing numbers are either not valid comparisons or incorrect.

3 The fact that two of the invaders' ships were sunk is a valid agreement and places the answer at the bottom of Level 2.

Mark for (a) = 2 out of 8

Example Candidate Response – low, continued

Examiner comments

each other.

Source C describes shows three men a castle with a lady jailed inside known as liberty. Then there is a crack in the sky showing invasion effort. There are also two tanks that seem to have fired at two cracks in the sky. Firstly, the three men on the castle will be the Cuban forces and the lady inside will be the people of Cuba. The lady also has a calm expression suggesting that she the people may not mind Fidel Castro's ~~str~~ ruling over Cuba. The two tankers are Cuban tankers which were supplied by the Soviet Union after Cuba turning to the USSR for help. The lake in the middle is the Bay of Pigs. There is a small rock peering out that may be the coral reef that the ~~str~~ American ships were unaware about or the ~~soldiers~~ attackers that were sent. The two ~~fire~~ holes on the side of invasion effort are the two American ships that were destroyed. And lastly, the invasion effort seems to be a small crack in the sky showing that America had put little thinking over all of it. This source ~~also~~ gives a message showing that the Bay of Pigs was a disaster.

4 The answer begins with the description of the cartoon which reaches Level 1 of the mark scheme.

5 The candidate attempts to interpret the cartoon but mistakes are made, for example, the claim that the cartoon is indicating that Cuban people did not mind Castro's rule and the identification of Soviet tankers. The answer reaches Level 2.

6 The candidate gives a more valid message here – that the invasion was 'a disaster'. The sentences that precede this claim provide some basic support. The answer just gets into Level 3.

Mark for (b) = 3 out of 8

Example Candidate Response – low, continued

Examiner comments

Source C mentions "major causes for ... ~~or inactions~~ including the president" and top source D "President's order ... cause of failure". Both of these ~~agree~~ disagree with each other as it was the president's inactions to ~~elto~~ perform air strikes or support the attackers with air support. In addition, source E mentions "had the president ... with a thorough investigation" and source D says "If the invasion ... decision at all". Source E disagrees with source D because had been thoughtful enough to sent air support. They would have stood a better chance. Also, Kennedy didn't think properly of where the ships would pass through hence why the mission was a failure. The issue for airstrikes had been brought up by the CIA but Kennedy refused. Source E also mentions "than with his image" which shows that Kennedy did not want to take to account what happened and the reason why the attackers ~~wh~~ were held captive for over a year. Overall both the sources do not agree with each other as source D describes how it was the CIA's fault and source E concludes it was the president's fault.

7 These truncated quotations are not useful in this answer. In the form they are presented here, they do not provide support for any points that might be being made.

8 The attempt at explaining how the sources disagree does not produce any valid explanation. The candidate identifies odd pieces of evidence but these are not used in any useful way.

9 A valid and useful statement is made here, but it is not used in any meaningful way. This part of the answer is in Level 2.

Mark for (c) = 2 out of 7

Example Candidate Response – low, continued

Examiner comments

Kennedy President Kennedy made this response to the Soviet Union. "We made it... in any way" shows how a mutual agreement between America and USSR was made to not supply any armed forces yet a US spy plane had discovered missiles in Cuba. He also mentions "are not to be underestimated" which is due to the Korean War in which the UN with mainly American soldiers nearly lost. In addition he mentions "Cuban patriots against a Cuban ~~dict~~ dictator" which is part of Kennedy's plan to make Batista the ~~dict~~ dictator again since then they can run the American sugar cane farms and won't have to worry about a communist neighbour.

They do provide enough information as source E provides enough information to show that it wasn't the fault of the CIA but of the president. Source A and D both describe how the failure of the Bay of Pigs invasion was due to the CIA however source D contains the Taylor's committee which contained Kennedy's brother hence making the information biased. Source F does not provide any proof on what happened or who was to be held responsible for the invasion.

10 There is a misunderstanding of the statement in the speech about the US not using armed forces. The candidate appears to think that an agreement has been reached between the US and the USSR. There appears to be some confusion with the Cuban Missile Crisis.

11 The candidate attempts to link the statement in the speech about not underestimating the threat from communism to the Korean War.

12 This claim that the struggle was part of Kennedy's plan goes against Kennedy's purpose in this speech, which is to persuade his audience that the US was not involved and that the struggle was purely between the Cuban exiles and Castro.

Mark for (d) = 1 out of 8

13 The candidate gives some assertions about who was to blame, but there is no evidence from the sources to support them. There is some basic source use which means the answer reaches Level 2.

Mark for (e) = 2 out of 9

**Total mark awarded =
10 out of 40**

How the candidate could improve their answer

- **(a)** The answer would have been improved by the use of quotations in full and by making clear and direct comparisons. The candidate attempted several comparisons, but only one worked because the others were unclear, not direct enough and not quite correct. For example, the attempt over air support would have worked properly if the answer had said that without air support the invaders were struggling.
- **(b)** This answer would have been improved by avoiding all description of the cartoon. The candidate needed to spend some time carefully thinking about the cartoon and its message. What points is the cartoonist trying to make? How does the fact that the cartoon is American possibly affect its likely messages? Misinterpretations such as the ones given should have been avoided. It is clear an American cartoon would not have been saying that the Cuban people did not mind being ruled by Castro. A basic valid message does appear at the end of the answer. The answer should have started with this message.
- **(c)** The candidate understood that Source D and Source E disagreed about who was to blame for the failure of the Bay of Pigs. However, there needed to be a clear explanation of the problematic nature of either of the sources and a clear explanation of how the sources disagree. The use of truncated quotations and a lack of clear explanation meant that neither of these two elements were present in the answer.
- **(d)** The candidate attempted to explain several parts of the speech but has misunderstood Kennedy's message. The candidate could have explained that Kennedy was giving this speech to emphasise the seriousness of the threat from communism and how it endangered freedom and liberty. Alternatively, the context of the speech could have been given as the reason for the speech – it was made at the time when things were going badly wrong for the invaders. Either of these approaches would have reached Level 3 of the mark scheme.
- **(e)** The content of the sources needed to be used to support the assertions. For example, the claim made about Source D could have been supported by explaining that the source says that the fundamental cause of the disaster was the CIA's failure to provide the necessary organisation and leadership.

Common mistakes and guidance for candidates

- Candidates often appeared to have started writing their answers before they knew what the answers were going to be. Candidates would benefit by using some of the time to think carefully about each question and the sources and to plan their answers. This would lead to more coherent and relevant answers.
- It was important for candidates to directly answer the question. Some candidates wrote about the sources or the historical events without directly addressing the question. It would help candidates if they addressed the question in the first sentence of their answer, for example: 'The message of this source is ...', 'Source E does prove that Source D is wrong because...'. To do this, candidates needed to have planned their answer before they began writing.
- Candidates sometimes used truncated versions of quotations from the sources. These versions often did not make sense and did not properly support the point that the candidates intended to make.
- In comparison questions, some candidates summarised each source in turn instead of making a point-by-point comparison. It would benefit candidates to go through the sources and identify agreements and disagreements before starting to write their answer.
- The best answers to comparison questions were those based on a reading of the sources as a whole and where there was an attempt to work out the overall message of each source. These answers were also fully supported from the sources.
- When asked to explain the message of a source, it was important for candidates to avoid just describing or paraphrasing the source. It was also important for candidates to support the message with evidence from the source.
- The provenance of sources was provided for candidates to use. It can help in attempts to interpret a source and work out its possible purpose.
- When asked about the message of a source it was important for candidates to work out the point of view of the artist or author. This was particularly important when using cartoons.
- Some of the questions required sources to be evaluated. Candidates needed to work out which questions these were. For example, questions asking whether one source proved another source to be wrong or whether a source was surprising, required the sources to be evaluated. When evaluating a source, it is always useful to use the provenance of the source, the content of the source and the historical context.
- The final question on the paper was about the sources, rather than the events themselves. This means that candidates' answers should have been based on the sources. It was important for candidates to carefully explain how a source did or did not support the hypothesis, rather than to make assertions.

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