

# Specimen Paper Answers – Paper 2

## Cambridge O Level History 2147

For examination from 2024



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## Introduction

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These specimen answers have been produced by Cambridge ahead of the examination in 2024 to exemplify standards for those teaching Cambridge O Level History 2147. Questions have been selected from Specimen Paper 2, Questions 1 and 2.

The marks given are for guidance only and are accompanied by a brief commentary explaining the strengths and weaknesses of the answers. Comments are given to indicate where and why marks were awarded, and how additional marks could be obtained. There is also a list of common mistakes and guidance for candidates for each question.

The specimen materials are available to download from the [School Support Hub](#).

**2024 Specimen Paper 2**

**2024 Specimen Paper Mark Scheme 2**

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

## Details of the assessment

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The syllabuses for Cambridge O Level History are available at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

### Paper 2 – Document Questions

1 hour and 45 minutes

40 marks

Candidates answer **one** question on **one** prescribed topic taken from Section A (Core content).

Candidates are presented with a range of source materials relating to each prescribed topic. The prescribed topics change in each exam series – see section 4.

Externally assessed

45% of the O Level

## Question 1

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### Question 1(a)

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

### Specimen answer

*These two sources have some agreements and disagreements. They both say that the battleship 'Maine' sank and that the USA bought the Philippines. They both also suggest that Cuba wanted independence. However, they disagree over the amount the USA paid for the Philippines. Source A says \$20 million, but Source B says \$25 million. Another disagreement is that in Source A, the Spanish mistreatment of people in its colonies is given as just a claim by the Americans while in Source B the mistreatment is stated as a fact. Overall, the sources disagree. Source A says very clearly that the US was imperialist, but Source B disagrees with this. Source A talks about the enthusiasm in the US about acquiring an empire and joining 'the imperial club with Britain and France', but Source B says that US expansion was to help the people in the Philippines and that it was 'anti-imperialistic'.*

**Mark awarded = 7 out of 7 (Level 5)**

### Examiner comment

This answer is excellent. It starts making point by point comparisons straight away and clearly identifies some of the ways in which the two sources agree. It is worth noting how this candidate then goes on to explain disagreements – they identify what the disagreement is about and then clearly state both sides of the disagreement, e.g. 'Source A says \$20 million but Source B says \$25 million.'

By successfully explaining agreements and disagreements, the candidate has reached Level 4. However, each source has an overall point of view about the USA. This is an impression that can be inferred by reading each source as a whole. Source A talks about the US wanting to expand and trying to sell this expansion to the American people. The clinching sentence is the final one, as the candidate has spotted. On the other hand, Source B gives the impression that the USA was helping countries like Cuba and the last sentence underlines the US's anti-imperialistic position. Explaining this overall disagreement raises the answer to Level 5.

### Common mistakes

A common mistake with this type of question is to summarise each source in turn and then make general assertions about agreements or disagreements without making a point-by-point comparison. The answer above shows the importance of keeping to a point-by-point comparison. Another common error is to identify what the disagreements are about without going on to explain what each source says. Some candidates think that a difference is the same as a disagreement, i.e. if one source mentions something that the other source says nothing about, this is thought to be a disagreement. Finally, some candidates do not look for the overall agreement or disagreement and some of those that do simply make assertions without support from the sources.

### Question 1(b)

Study Source C. Why was this source published at this time? Explain your answer using details of the source and your knowledge.

### Specimen answer

*This source was published to warn the Spanish government that Cuba was under threat from the USA. It shows a man representing the USA trying to reach out and grab Cuba. The title of the cartoon supports this by saying 'Uncle Sam's desire'. Cuba was a Spanish colony and in 1895 revolts against Spanish rule broke out across Cuba. A lot of the newspapers in the USA put pressure on the US government to help the people of Cuba in their struggle. There were also people in America who wanted the US to have an empire. Cuba was an obvious choice for this because it was not far from the coast of the USA. The Spanish cartoonist is clearly worried that the US will drive Spain out of Cuba and is publishing the cartoon to make the Spanish people put pressure on the Spanish government to protect Cuba.*

**Mark awarded = 8 out of 8 (Level 6)**

### Examiner comment

This is a 'purpose' question. To answer it well, candidates need to explain the purpose of publishing this cartoon in Spain at that time (1896). This answer does all this in a very focused way without spending unnecessary time describing the cartoon. The candidate directly addresses the question in the first sentence. They explain the message of the cartoon and then explain the context – the revolt against Spanish rule by the Cubans and the desire by many in the USA to get involved in the struggle against Spain. This leads well into the purpose of publishing the cartoon in Spain.

Explaining just the context would have placed the answer into Level 3, explaining only the message would get as far as Level 4 and explaining only the purpose would be enough for Level 5. However, by using all these together, the answer reaches Level 6 with full marks.

### Common mistakes

The two most common mistakes when answering this type of question are spending a long time describing the source, and explaining context, message or purpose but omitting to state that they are reasons for publication. The best way to avoid this omission is to begin the answer with:

*'This source was published then because...'*

Candidates sometimes try to work out what their answer is going to be as they are writing it. This often leads to a disorganised answer with important aspects left out such as context, message or purpose. If candidates first spend some time thinking through the question and deciding what their answer is going to be, they then find it easier to write a clear, organised and focused answer that covers all the points that need to be made. In fact, this is good advice for answering any of the questions.

### Question 1(c)

Study Sources D and E. Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.

### Specimen answer

*At first sight it might seem that Source D makes Source E surprising. This is because they are both American and yet have very different views about American imperialism. The author of Source D thinks that America is superior and has been chosen by God to bring civilisation to other parts of the world such as the Philippines. He approves of American imperialism and is sure the Philippines will benefit from the 'civilising government of the United States'. However, Source E is against imperialism. The author thinks that might is not right and that it is wrong to rule 'over an unwilling people.' However, Source D does not make Source E surprising. Although the views in these two sources are opposite to each other, both views existed in the USA at that time. So, as they come from the same year, the views in Source E are a reaction to the views in Source D and this is not surprising.*

**Mark awarded = 6 out of 8 (Level 4)**

### Examiner comment

This is a very good answer but does not quite reach the top level of the mark scheme. The candidate focuses on the question in the first sentence and all the way through the rest of the answer. The differences in attitudes towards American imperialism are understood and explained well in the two sources. The candidate uses these differences to suggest that they appear to show that Source D does make Source E surprising (Level 3). The candidate then turns the answer around and uses contextual knowledge to explain that because both these attitudes were present in the USA at the time, D does not make E surprising, E is simply a reaction to D. This reasoning makes sense and raises the answer into Level 4. To reach Level 5, the candidate needed to use specific contextual knowledge of the USA at the time to explain the existence of these views in the late 1890s. For example, the excesses and exaggerations of yellow journalism might well produce the kind of reaction shown in Source E.

### Common mistakes

Sometimes candidates simply explain whether or not they find Source E surprising without mentioning Source D. These answers cannot get beyond Level 3.

Another common mistake is to assume that because the sources disagree that this automatically means that one of them must be surprising. Contextual knowledge of the USA at the time tells us that neither of these views are surprising. Occasionally candidates compare and analyse the sources in a relevant and knowledgeable way but fail to state anywhere in the answer whether Source D makes Source E surprising.



### Question 1(d)

Study Sources F and G. How far would the two cartoonists have agreed? Explain your answer using details of the sources and your knowledge.

#### Specimen answer

*I do not think these two cartoonists would have agreed. Source F is criticising President McKinley for trying to stop the US going to war against Spain over Cuba ('Let Go of Him McKinley'). President McKinley agreed with many of the American people that Spanish rule in Cuba was cruel, but he did not want war. He hoped to negotiate with Spain and persuade it to give Cuba independence. Spain refused and McKinley had to let the US Congress take the USA to war. He was under enormous pressure from public opinion and the newspapers who exaggerated the horrors of Spanish rule, although they really wanted the US to take Cuba over. In the cartoon the US is trying to kill the eagle of Spain, but McKinley is holding it back. The cartoon is saying the US should go to war with Spain and McKinley should agree to this. On the other hand, the cartoonist of Source G is criticising the USA for wanting to take over Cuba, Puerto Rico and the Philippines. The cartoon presents these places as items on a menu which the US can choose to devour. The smug US is regarding them as things it can simply take if it wants to. This suggests the cartoonist is criticising this way of looking at these countries. So, the cartoonist of Source F is keen for the US to go to war and probably take Cuba over for itself, while the cartoonist of G is criticising the idea that the US can take any of these countries if it wants.*

**Mark awarded = 8 out of 8 (Level 6)**

#### Examiner comment

What makes this such a good answer is the fact that the candidate focuses on the points of view of the two cartoonists towards US intervention. There are other ways in which the two cartoons agree and disagree. For example, they disagree over McKinley and agree over that fact that the US wanted to get involved in Cuba. However, both the cartoonists have a point of view about whether the US should get involved with developments in the Spanish colonies.

The candidate uses contextual knowledge and details of the cartoon to produce an excellent analysis of Source F (whether or not the cartoonist is actually in favour of the US taking over Cuba is open to interpretation, but it is a reasonable inference to make). The explanation of Source G is briefer but perfectly adequate.

It is also possible to interpret Source G as being in favour of US intervention and imperialism, and this is allowed for in the mark scheme. The answer ends well with a direct comparison of the points of views of the two cartoonists.

Although the whole answer is a comparison, this final sentence underlines the candidate's argument. This careful comparison and explanations of the different points of view takes the answer into Level 6.

### Common mistakes

A common mistake when answering this type of question is to analyse and explain each cartoon separately but not to compare them. Such answers would be placed in Level 3. Other errors are to compare the provenance of the two cartoons rather than comparing what the cartoons are saying, or to compare the surface detail of the cartoons. A better approach is to compare the messages of the cartoons. For example, they both say that the US wanted to get involved with countries like Cuba. However, this type of answer must then go further to explain and compare the points of views of the cartoonists, which is what the question is about.

### Question 1(e)

Study all the sources. 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.

### Specimen answer

Source B strongly supports the statement. It says that the US got involved because the Spanish were mistreating Cubans. It also says the US's 'only aim was Cuban independence'. Later in the sources it says that the US was taking over the Philippines 'to help other peoples'. Source D is another source that supports the statement. It seems to think that God has given the US a duty to help bring civilisation to other countries. It says that 'It is our duty to save that land for liberty and civilisation.' Source F shows the USA going to kill the Spanish eagle which is terrorising the Cuban people. So, America is going to help the Cuban people and save them from barbaric Spanish rule.

I think that Source D can be used both ways because it also says that the US was getting involved to help American trade and give it 'commercial supremacy of the world'. So it was helping itself, not the people in the Philippines. Source A disagrees with the statement because it says the US government was only pretending it was intervening to help people. It says American policy was sold 'to the American public as saving people'. Source C shows the US grabbing at Cuba to control and own it. There is no hint of helping the people in Cuba. Source E says that the US is intervening to extend US power and that what it is doing is 'despotism'. So, this is not helping the people. Finally, Source G shows a self-satisfied America helping itself to colonies like Cuba. It is not helping the people, it is satisfying its own greed for colonies.

**Mark awarded = 9 out of 9 (Level 4)**

### Examiner comment

This answer starts with Sources B, D and F and explains how they all support the hypothesis. The explanation is clear and refers to the content of the sources as support. The mark scheme states that 'There must be use of source content and an explanation of how this supports/does not support the statement.' The answer does all of this and reaches Level 3. The candidate then turns to Sources D, A, C and G which do not support the hypothesis. The explanations are briefer, but just about adequate.

The use of quotations is crucial in several places and helps the answer to reach Level 4.

### Common mistakes

Although many candidates do well with this final question, there are possible problems. Firstly, some candidates omit to use the sources in their answers and use only their contextual knowledge to produce essays about the topic.

Secondly, some candidates write about the sources but do not use them to test the hypothesis. This can be done in different ways. Sometimes a slightly different hypothesis is tested, sometimes no attempt is made to test any hypothesis, and sometimes the sources are referred to, but assertion is used instead of explanation. It is also quite common for candidates to not make clear which sources they are writing about, while others do not explicitly state whether a source is, or is not, supporting the hypothesis.

Finally, some candidates write about the sources in two groups, make general statements about the two groups, but do not explain whether any individual sources support the hypothesis.

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## Question 2

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### Question 2(a)

Study Sources A and B. Does Source B prove that Ho Chi Minh was right in Source A? Explain your answer using details of the sources and your knowledge.

### Specimen answer

*Source B proves Ho Chi Minh was right to some extent. There are ways in which Source B supports Source A. Ho Chi Minh claims that US troops committed war crimes and Source B talks about Vietnam being wrecked by American bombs and the burning of their villages. However, Ho Chi Minh only blames the US, while Source B also blames Viet Cong terrorism for the atrocities. This means that Source B does not fully prove that Ho Chi Minh was right. Ho Chi Minh also claims that the Vietnamese people rose up united against the US, but Source B does not support this because it claims that the people just wanted to be left in peace and supported neither side. Source B only proves that one of Ho Chi Minh's claims is right.*

*Source B is by an American soldier and at first sight it is surprising that he supports Ho Chi Minh's claim about US war crimes. However, the soldier is a member of Vietnam Veterans Against the War. He would have fought in Vietnam and knew the crimes that US soldiers committed. He is also a leader of an organisation that is campaigning for the US to leave Vietnam. In 1971 there was an upsurge of opposition to the war across the US after Nixon's decision to invade Cambodia and the shooting of demonstrators at Kent State University in 1970. This soldier is trying to persuade the US Senate that America should withdraw and so is using US atrocities as a reason why it should get out. In other words, he has a purpose in saying what he does. For this reason, I do not think that Source B proves that Ho Chi Minh was right.*

**Mark awarded = 8 out of 8 (Level 6)**

### Examiner comment

This is a very good answer. The candidate clearly addresses the question from the start and keeps the focus on the question all the way throughout the answer. One way of checking whether Source B proves that Ho Chi Minh was right is to explore whether Source B agrees with Ho Chi Minh's claims. In the first paragraph, this answer carefully explains how Source B only agrees with a small part of his claims and uses this to answer the question. Here the answer has reached Level 4. However, the candidate knows that this is not enough to show whether or not Source B proves that Ho Chi Minh was right. It is necessary to see how far Source B can be trusted. This answer evaluates Source B using the context of 1971, as well as the purpose of the American soldier. The candidate's conclusion is clear – the soldier in Source B has a political purpose in mentioning US war crimes and therefore cannot be used to prove that Ho Chi Minh was right. This paragraph moves the answer up to Level 6.

### Common mistakes

Some candidates compare and analyse the sources but do not state whether or not they think that Source B proves that Ho Chi Minh was right, and so do not answer the question. It is important that candidates plan and think their answer through before starting to write. They are then in a position to directly address the question in the opening sentence. (This is good advice for all questions in Paper 2.) Another mistake is to summarise the two sources without comparing them. This can take time and does not begin to address the question.

Some candidates do not make use of contextual knowledge in this type of question. As we saw in the above answer, comparing the two sources for agreements and disagreements only takes you so far. It is important to evaluate at least one of the sources. This can be done by using contextual knowledge and/or other sources in the paper to check the claims made by one or both authors, or by considering the likely purpose of one or both authors and how this affects the answer to the question.

Note, the question does instruct candidates to use their knowledge and the general instruction before part (a) does explain that other sources in the paper can be used.

### Question 2(b)

Study Source C. Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge.

### Specimen answer

*This cartoon was published in 1967 because this is when Operation Rolling Thunder was being used by the Americans. This was part of Johnson's escalation of the war and involved the massive bombing of North Vietnam to destroy its industry and transport system, and to force it to stop supporting the Viet Cong. The bombing did not work because thousands of North Vietnamese people kept repairing the bomb damage. In response the Americans kept increasing the bombing, as can be seen in the cartoon. The message of the cartoon is that the increased bombing is not working, but the American government kept telling the American people it was working. The cartoon was published to win over the American public and politicians to put pressure on the government to stop the bombing. By April 1967 it was clear the policy was not working and there was much opposition to it. It was finally stopped in 1968.*

**Mark awarded = 8 out of 8 (Level 7)**

### Examiner comment

This question is about the purpose of the source. In answering this type of question, it is important to explain, and use, the context of the source, its message and its purpose. This answer does all three. It starts by accurately using contextual knowledge to set the context – the escalation of the war and failure of Operation Rolling Thunder. It then moves on to the cartoon's message – increased bombing is not working. Finally, it explains the purpose of sending out this message in that context – to put pressure on the US government to stop the bombing. By moving through context, message and purpose as reasons for publication, the answer moves through Levels 4, 5 and 7. It is also important to note that when the candidate considers each of these aspects, they are used as possible reasons for publication of the cartoon. This ensures the question has been answered.

### Common mistakes

Some candidates do not use their time effectively and start with a detailed description of the source. This is not necessary. It is much better to address the question straight away. Other candidates consider issues such as context and message but omit to use them as reasons for publication. As can be seen in the answer above, a good answer to a 'purpose' question needs to combine context, message and purpose.

Another common mistake is to focus on just one of these. Some candidates, for example, just explain what was going on at the time as an answer to the question. Sometimes candidates write at great length about the context, missing the message of the cartoon. Nor is it enough to just explain the message of the cartoon because the importance of this message only becomes clear once the 'at this time' (the context) part of the question is addressed.

### Question 2(c)

Study Source D. How useful is this source to a historian studying the Vietnam War? Explain your answer using the details of the source and your knowledge.

#### Specimen answer

*At first this poster does not appear to be very useful. The drawing is not very realistic. It shows a soldier, two peasants and an animal. There are also some houses and trees in the background. It can also be dismissed as American propaganda. The poster is from the Americans and is aimed at the South Vietnamese army. It is telling the army to protect and help the people of South Vietnam and has a drawing of a soldier protecting a South Vietnamese peasant who appears to be happy with the situation. A historian would find this poster useful because it tells us that the Americans thought it was important for the South Vietnamese army to win the support of the people of South Vietnam. They thought this was crucial because the Viet Cong were very good at winning over the peasants by helping them in their villages and promising them land. This made it possible for the Viet Cong to hide in the villages pretending to be peasants and making it difficult for the Americans to tell who was a peasant and who was Viet Cong. This led to the South Vietnamese and American soldiers destroying villages and losing the support of the peasants. The fact that the Americans were sending out posters like this to the South Vietnamese army tells us that they were worried that the army was losing the support of the South Vietnamese peasants and that this was very serious. This is how the source is useful.*

**Mark awarded = 7 out of 7 (Level 5)**

#### Examiner comment

This answer does not begin well. It describes the surface features of the poster. This is not necessary and does not move the answer forward. It also dismisses the source as American propaganda. However, it then begins to improve.

To achieve marks, inferences need to be made and the candidate begins to do this. The improvement begins at the end of the third line and in line 7 it addresses the issue of 'useful' which is what the question is about. The candidate makes the inference that the Americans thought it was important for the South Vietnamese army to win the support of the South Vietnamese people. This inference moves the answer into Level 4. The candidate then makes a further inference – that to use posters like this the Americans must be worried that the support of the South Vietnamese is being lost. The candidate has already explained why this mattered.

The answer reaches Level 5.



## Common mistakes

One common mistake is to assume that sources such as this one are biased and therefore not useful. Another is to only use the surface information of the source and not to take the next step to make inferences. It is important that candidates remember that all sources can be useful; they just have to work out how. This involves candidates going beyond the surface features of the source and asking themselves questions about audience or purpose, such as, what can I learn from the fact that the Americans were sending out posters like this one? This raises an important point for candidates – the best historians are often the ones who ask themselves the best questions about the sources they are using.

### Question 2(d)

Study Sources E and F. Whose account can be trusted more, Westmoreland's or Scowcroft's? Explain your answer using details of the sources and your knowledge.

#### Specimen answer

*Both these men try to explain why the US did not succeed in Vietnam. Westmoreland claims that America could have won if it had sent more military support and had bombed Vietnam more. He criticises what he calls 'a graduated response'. Scowcroft disagrees. He thinks that it was a mistake to use conventional methods like a large army and bombing. He argues it was an 'unconventional war' and conventional methods such as those used by Westmoreland did not work. I do not trust Westmoreland's account. This is because Source C shows that increasing the bombing did not work – the bombing was increased again and again, but this made no difference. Source A shows that, despite what Westmoreland says, America did not hold back in its fighting. It massacred many people and burned villages to the ground. There is another reason for not trusting Westmoreland. He was in charge of the army in Vietnam until 1968 when he was sent home because the war was going badly. It seems he was blamed for this. His account comes from his autobiography which was published in 1976 when the US had lost the war. He is trying to defend his reputation and show he was not responsible for the defeat. This is why he blames the US media, Congress and the American people for the war going badly – anybody but himself. Overall, I trust Scowcroft more.*

**Mark awarded = 7 out of 8 (Level 4)**

#### Examiner comment

This is a very good answer but does not quite reach the top level in the mark scheme.

The candidate realises that the crucial disagreement between Westmoreland and Scowcroft is regarding why the US did not succeed in Vietnam. This is clearly explained with good use of the sources. Level 4 is reached by evaluating and rejecting Westmoreland's claims. Evaluation is achieved by using other sources and by considering Westmoreland's purpose in Source E. First, the candidate uses Sources A and C to argue that Westmoreland was wrong because the US used a lot of force and much bombing. Second, Westmoreland's purpose in publishing Source E is considered with the candidate using some contextual detail to argue that Westmoreland was trying to protect his reputation.

The answer reaches Level 4. The higher mark in the level is awarded because two types of evaluation have been used. To reach the top level, the candidate would need to evaluate Source F as well. For example, Scowcroft is admitting that the government he worked for made mistakes. This could make his account more trustworthy than Westmoreland's.

## Common mistakes

Candidates sometimes evaluate the sources without first comparing them. This comparison is crucial if a good answer is to be produced. If candidates are to decide which account they trust more, they need to find some common element between the two sources. In this case it is that they are both explaining why the US did not succeed in Vietnam. Once this disagreement between the sources has been found, candidates can decide which account they trust more.

Another common mistake is often made over what constitutes proper evaluation of sources. It is not enough to simply state, for example, that Source E can be trusted because Westmoreland was in charge of the army and so would know what was going on, or that Scowcroft can be trusted because he was an important adviser to the government. The evaluation of Source E in the above answer is much more satisfactory.

### Question 2(e)

Study all the sources. 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.

### Specimen answer

Sources A, B and D support this hypothesis, while Sources C, E and F provide other reasons for the US defeat. Source A says that the Vietnamese people 'in the face of US aggression, they have risen up, united as one man'. This was because of the use by Americans of 'inhumane weapons'. It is clear that the use of napalm and burning their villages turned the Vietnamese people against America. This made them determined to defeat the US and this is why it was losing the war. Source B supports this view. It implies that the Americans were not winning the support of the South Vietnamese people. Source D suggests that the Americans and the South Vietnamese army had not been winning the support of the South Vietnamese people, and this is why the Americans had to send out posters saying that they should protect and help the people. This shows that they think it was vital to win this support, but they were failing to do this.

On the other hand, Sources C, E and F mention other reasons for the US defeat. Source C suggests American bombing, and the increase in the bombing, was failing to have any effect and should be stopped. For example, it says that 'increased bombing will win the war' and then shows that this did not work because even more bombing had to be used. The cartoon is saying that US dependence on this strategy is losing them the war. In Source E, Westmoreland does not claim that the US lost the war because of the failure to win over the people. He suggests other reasons. Finally, Source F says that the mistake made by the US was to use conventional tactics in 'an unconventional war'. The US relied on 'massive firepower' and in the conditions of South Vietnam, this was a mistake. None of these three sources say that the war was lost because of the failure to win the support of the South Vietnamese people.

Overall, some of these sources support the hypothesis, but others do not.

**Mark awarded = 8 out of 9 (Level 4)**

### Examiner comment

This is a very good answer. It reaches Level 4 because it explains how some sources support the hypothesis and how others do not. However, it falls short of gaining full marks.

The candidate begins by making clear which sources support the hypothesis, and which do not. It is important to do this. There is then some good explanation of how Sources A and D support the hypothesis. This is achieved by using quotations from Source A and some clear analysis of Source D. Unfortunately, Source B is not dealt with so well. The candidate only asserts that this source supports the hypothesis and does not explain how it does this. This is followed by careful explanation of how Sources C and F suggest other reasons for the defeat of the US. Close use of the sources, including quotations, is used in this explanation. Source E is not used so well.

As Sources B and E have not been used fully, 8 marks rather than 9 are awarded in Level 4.

### Common mistakes

Many candidates do well on this final question, but there are some common mistakes. If no use is made of any of the sources and the candidate instead writes an essay about the hypothesis given in the question, only the bottom level of the mark scheme will be reached. Sometimes candidates use the sources but use them to test a hypothesis that is slightly different from the one in the question. Candidates must keep to the hypothesis given in the question.

Another mistake is to analyse the sources without making clear which side of the argument each source is on. (This can be avoided by starting in the same way as the answer above.) The most common mistake is to make assertions about sources (see the examples in the answer above) rather than properly explaining how the sources support or do not support the hypothesis. Finally, some candidates write about the sources in two groups, make general statements about the two groups and do not comment on individual sources.

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