GradeMax

CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/22**

Paper 2 **February/March 2025**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Unclear
	Benefit of the doubt
	Incorrect OR In part (e) questions only, to indicate that a source has been correctly identified as refuting the statement
	Correct OR In part (e) questions only, to indicate that a source has been correctly identified as supporting the statement
	Evaluation
Highlighter	Highlight relevant areas of a response
	Level 1 response
	Level 2 response
	Level 3 response
	Level 4 response
	Level 5 response
	Level 6 response
Off-page comment	Comments entered at the bottom of the marking window and then displayed when the associated question item is navigated to
On-page comment	Comments entered in speech bubbles on the candidate response

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Annotation	Meaning
SEEN	To indicate that a point has been noted but no credit has been given OR To indicate that a blank page has been checked for creditable content

Assessment objectives

AO1
An ability to recall, select, organise and deploy knowledge of the syllabus content.

AO3
An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

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Question	Answer	Marks
	OPTION A: NINETEENTH CENTURY TOPIC	
1(a)	**Study Source A.** **How useful is this source to a historian studying slavery in the USA in the 1850s? Explain your answer using details of the source and your knowledge.** **Level 5 (7 marks)** **Answers that focus on the publication and/or display of the poster.** e.g. attitudes towards slavery**.** If not explained or in context, place in Level 4. **Level 4 (5–6 marks)** **Answers that make inferences from Source A about slaves/slave owners**. e.g. slaves were wealthy, slaves were regarded as property, slaves were valuable to their owners. **Level 3 (3–4 marks)** **Answers that use evidence in Source A to explain what can be learned about slavery.** e.g. slaves ran away, owners offered rewards for the return of slaves. **Level 2 (2 marks)** **Answers in Levels 3–5 but which fail to address usefulness.** **Level 1 (1 mark)** **Answers that focus on incidental issues in Source A as evidence it is useful (not about slavery).** **Level 0 (0 marks)** **No creditable response.**	**7**

Question	Answer	Marks
1(b)	**Study Sources B and C.** **How far does Source B make Source C surprising? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Answers that compare difference in attitudes towards slavery and evaluate one source to explain why surprised/not surprised by C** **OR** **Answers that compare the sources for differences over what they say about fugitive slaves being safe in free states and evaluate at least one source to explain why surprised/not surprised.** Evaluation can be in terms of purpose or using contextual knowledge/cross-reference to explain surprised or not surprised. **Level 5 (6–7 marks)** **Answers that compare difference in attitudes towards slavery and explain why surprised/not surprised by C** **OR** **Answers that compare the sources for differences over what they say about fugitive slaves being safe in free states to explain why surprised/not surprised.** **Level 4 (4–5 marks)** **Contextual explanation of why C is/is not surprising but no comparison with B.** This can be about fugitive slaves or secession. **Level 3 (3 marks)** **Answers that compare and analyse the sources appropriately but fail to state whether Source C is surprising** **OR** **Answers that identify what is surprising in C but no explanation.** **Level 2 (2 marks)** **Answers that make assertions based on provenance.** **Level 1 (1 mark)** **Answers that compare surface details of the two sources**. **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
1(c)	**Study Source D.** **Why was this source published in Boston in 1851? Explain your answer using details of the source and your knowledge.** **Level 6 (7–8 marks)** **Answers that explain the intended impact on fugitive slaves/black Americans in the context of the Fugitive Slave Act/the situation in free states.** **Level 5 (6 marks)** **Answers that explain the intended impact on fugitive slaves/black Americans.** Purpose (intended impact) – to make fugitive slaves be careful/to help them stay safe in context of the Fugitive Slave Act, Boston being an important centre for fugitive slaves. **Level 4 (5 marks)** **Answers that explain the big message as the reason for publication.** i.e. to tell fugitive slaves/black Americans they are in danger from police/slave catchers. **Level 3 (3–4 marks)** **Answers that explain sub-messages as reason for publication OR explains the context as the reason for publication** e.g. Fugitive Slave Act or situation in northern states. **Level 2 (2 marks)** **Answers that explain the big message, sub-messages or context but not used as reason for publication.** **Level 1 (1 mark)** **Answers that paraphrase the poster**. e.g. don't talk to police officers. **OR** **Answers that misinterpret the poster**. e.g. misunderstand the intended audience. **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
1(d)	**Study Sources E and F.** **Which one of these two sources provides the more reliable evidence about the Fugitive Slave Law? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Answers that evaluate both sources based on purpose.** Evaluation must be based on the content of the sources. **Level 5 (7 marks)** **Answers that evaluate one source based on purpose, plus valid evaluation of other source.** Evaluation must be based on the content of the source. **Level 4 (6 marks)** **Answers that evaluate both sources based on contextual knowledge or cross-reference to other sources.** **Level 3 (4–5 marks)** **Answers that explain that one source is more reliable than the other based on style/realism.** **Level 2 (2–3 marks)** **Assertions about reliability based on undeveloped use of provenance or on amount of information in the sources.** **Level 1 (1 mark)** **Answers that compare what the sources tell us from their surface details** **OR** **Answers that make plausible misinterpretation of the source(s).** **Level 0 (0 marks)** **No creditable response.**	**8**

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

Question	Answer	Marks
	OPTION B: TWENTIETH CENTURY TOPIC	
2(a)	**Study Sources A and B.** **How far do these two sources agree? Explain your answer using details of the sources.** **Level 5 (7 marks)** **Answers that compare the big messages of the two sources.** Source A's account is pro-Italian/anti-German, Source B's account is critical of Italy/pro-Greece – must be supported. **Level 4 (5–6 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 3 (3–4 marks)** **Answers that compare agreement(s) OR disagreement(s).** Agreements include: Italian commissioners were killed; the Italians invade Corfu on 31 August; Greece wanted the League to deal with the issue; Greece had to pay Italy compensation; the Italians regarded the incident as a victory; the crisis was settled by the Conference of Ambassadors; Italy withdrew its troops. Disagreements include: In A Mussolini makes demands on 29 August, in B on 27 August; in A Mussolini's demands are reasonable, in B he makes sure they are unacceptable; in A the Greeks reject the demands, in B they accept most of them; in A it was generally agreed to use the Conference, in B Italy and France wanted this; A suggests Italy freely left Corfu, in B the Conference/Britain made it leave; Mussolini is successful in A but unsuccessful in B; Mussolini's reasons for the invasion – Greek rejection of demands in A, contempt for the League in B. **Level 2 (2 marks)** **Answers based on information that is in one source but not in the other OR** **Answers that compare the provenance of the sources.** **Level 1 (1 mark)** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	**7**

Question	Answer	Marks
2(b)	**Study Sources C and D.** **How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.** **Level 5 (7–8 marks)** **Answers that compare the points of view of the cartoonists.** Must be supported, otherwise place in Level 4. Must be explicit about these sources being points of view – both are critical/disapproving of Mussolini. **Level 4 (5–6 marks)** **Answers that compare the big messages of the cartoons without getting to the points of view of the cartoonists**. e.g. Mussolini shown as powerful, threatening, domineering. 6 marks if answer is related to Corfu in overall sense or for both messages. **Level 3 (3–4 marks)** **Answers that explain the message/point of view of one of the cartoons** **OR** **Answers that interpret both cartoons but with no valid comparison.** **Level 2 (2 marks)** **Answers that compare the provenance of the sources.** **Level 1 (1 mark)** **Answers that compare surface details** **OR** **Answers that misinterpret one or both cartoons.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(c)	**Study Sources E and F.** **How far does Source E make Source F surprising? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Answers that compare the points of view and evaluate at least one of the sources to explain there is no reason for being surprised/not surprised.** Evaluation can be in terms of purpose or using contextual knowledge or cross-reference to other sources. **Level 5 (7 marks)** **Answers that compare the points of view of the sources and use disagreement as a reason for why F is surprising/not surprising.** Must be explicit about the points of view. **Level 4 (5–6 marks)** **Answers that compare what the two sources say about Mussolini without a point of view.** e.g. reasonable/unreasonable. **Level 3 (3–4 marks)** **Answers that use purpose, contextual knowledge or cross-reference to explain why Source F is/is not surprising but no relevant use of Source E** **OR** **Answers that use valid argument based on the different dates of the sources.** **Level 2 (2 marks)** **Answers that compare/analyse the sources appropriately but fail to state if Source F is surprising** **OR** **Answers that identify what is surprising in F but no explanation.** **Level 1 (1 mark)** **Answers that make assertions based on provenance but no valid use of what the sources say.** **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
2(d)	**Study Source G.** **How useful is Mussolini's account as evidence about the Corfu incident? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Useful because it explains Mussolini's purpose in 1928 in terms of the image he is trying to create of himself** **OR** **Useful as unwitting testimony – the source tells us how Mussolini exploited the incident at the time.** **Level 5 (7 marks)** **Answers that use purpose to explain why the source is not reliable, therefore not useful.** **Level 4 (5–6 marks)** **Answers that cross-reference or use contextual knowledge to explain how the source is accurate/not accurate.** **Level 3 (3–4 marks)** **Answers that use content of the source to explain what it tells us about the events.** **Level 2 (2 marks)** **Assertions based on provenance only.** **Level 1 (1 mark)** **Answers that write about source but fail to state if useful.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(e)	**Study all the sources.** **How far do these sources provide convincing evidence that Mussolini's actions in the Corfu incident were justified? Use the sources to explain your answer.** Source use must be referenced by source letter, provenance or a quotation. There must be use of source content and an explanation of how this supports/does not support the hypothesis. **Level 4 (6–9 marks)** **Uses the sources to support AND reject the statement.** **Level 3 (3–5 marks)** **Uses the sources to support OR reject the statement.** Supporting: A, E, G Not supporting: B, C, D, F **Level 2 (2 marks)** **Uses the sources but fails to use them to test the statement.** **Level 1 (1 mark)** **Writes about the topic but no use of sources.** **Level 0 (0 marks)** **No creditable response.**	**9**

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