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CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/21**

Paper 2 **October/November 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 October/November 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
BOD	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
EVAL	Evaluation
Highlighter	Highlight relevant areas of a response
L1	Level 1 response
L2	Level 2 response
L3	Level 3 response
L4	Level 4 response
L5	Level 5 response
L6	Level 6 response
L7	Level 7 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
	Does not address the question

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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 Sources A and B.** **How far do these two sources agree? Explain your answer using details of the sources.** **Level 4 (6–7 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 3 (3–5 marks)** **Answers that compare agreements OR disagreements.** Agreements include: slavery important for the economy (slavery important for the cotton industry); black Americans were inferior; white people were looking after black Americans for God; they thought support for slavery could be found in the bible; slavery gave all white people a feeling of superiority; slavery reduced the danger of class warfare among white people; slaves needed to be looked after. Disagreements include: A says reasons for and against slavery can be found in the Bible, in B it is just reasons in support. In A, Southerner's justifications for slavery were easy to understand, In B Southerners justifications were unreasonable; in A, economics is the most important reason for slavery, in B it is just one of several. **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 marks)** **No creditable response.**	**7**

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Question	Answer	Marks
1(b)	**Study Source C.** **What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5 (7–8 marks)** **Explain the cartoonist's point of view.** Must be explained and supported. Otherwise, Level 1. **Level 4 (6 marks)** **Explains the big message.** If not explained, place in Level 3. **Level 3 (3–5 marks)** **Explains valid sub-messages.** e.g. people justified slavery by saying they needed to be looked after; people looked down on slaves, thought them inferiors; slaves worked hard. **Level 2 (2 marks)** **Misinterprets the cartoon.** Claims it is supporting slavery. **Level 1 (1 mark)** **Surface descriptions of the cartoon.** e.g. there are men who are working hard. **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(c)	**Study Source D.** **Why was this source published in the South in 1831? Explain your answer using details of the source and your knowledge.** **Level 7 (8 marks)** **Explains the purpose of the cartoonist in the context of events/the situation at the time and impact on valid audience.** (The Nat Turner rebellion or the South or emergence of abolitionism briefly explained.) **Level 6 (7 marks)** **Purpose and impact on valid audience without specific context** **OR** **Purpose and specific context without valid audience.** **Level 5 (6 marks)** **Explains the big message as the reason for publication.** **Level 4 (4–5 marks)** **Explains sub-message(s) as reason for publication.** e.g. the slaves are vicious, white people are brave. **Level 3 (3 marks)** **Explains the context of the South in 1831 as the reason for publication.** The rebellion or the South, or emergence of abolitionism briefly explained. **Level 2 (2 marks)** **Explains big message, sub-messages or context but not given as a reason for publication** **OR** **Interprets details of the cartoon.** **Level 1 (1 mark)** **Describes surface details** **OR** **Misinterprets the cartoon.** e.g. supporting the slaves. **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(d)	**Study Sources E and F.** **Does Source E prove that Source F cannot be trusted? Explain your answer using details of the sources and your knowledge.** **Level 5 (7–8 marks)** **Compares the sources and evaluates one of them.** Evaluation can be based on purpose or cross reference. **Level 4 (4–6 marks)** **Answers based on agreements/disagreements between the sources.** Must be used to support statement about whether or not F can be trusted. Must have both agreement and disagreement for 6. (e.g. Agree that people argued that the Bible justified slavery. Don't allow both Letitia and Frederick think the Bible justifies slavery.) **Level 3 (3 marks)** **Evaluates F to reach a valid conclusion, but no use of E.** **Level 2 (2 marks)** **Analyses/compares the sources appropriately but fails to state if F is trusted** **OR** **Answers based on undeveloped provenance** **OR** **Identifies what in F they do/do not trust but no valid explanation.** **Level 1 (1 mark)** **Unsupported assertions** **OR** **Writes about the sources but does not get to grips with the question.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(e)	**Study all the sources.** **How far do these sources provide convincing evidence that people in the South justified slavery by claiming that black Americans were not capable of looking after themselves? Use the sources to explain your answer.** Source use must be referenced by source letter, provenance or a quote. There must be use of source content and an explanation of how this supports/does not support the statement. **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, C, D, E Not supporting: A, B D, E, 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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Question	Answer	Marks
	OPTION B: TWENTIETH CENTURY TOPIC	
2(a)	**Study Source A.** **Why did Hitler make this speech at that time? Explain your answer using details of the source and your knowledge.** **Level 5 (7 marks)** **Explains the intended impact on a valid audience in the context of re-militarisation'** **Level 4 (6 marks)** **As Level 3 but notes that the speech is made on the same day as the remilitarisation.** **Level 3 (4–5 marks)** **Explains the big message as the reason for making the speech – militarisation of the Rhineland is justified.** Must be supported from the source. **Level 2 (2–3 marks)** **Explains the context or sub-messages as reason for making the speech.** Need to mention Rhineland for 3. **Level 1 (1 mark)** **Explains big message, sub-messages or context but not used as reason for making the speech.** **Level 0 (0 marks)** **No creditable response.**	**7**

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Question	Answer	Marks
2(b)	**Study Sources B and C.** **Does Source B make Source C surprising? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Compares points of view and evaluates at least one of the sources.** Evaluation can be in terms of purpose or using contextual knowledge/cross reference to explain there is reason for being surprised/not surprised. There are a number of explanations that could be valid. **Level 5 (6–7 marks)** **Compares the big messages.** Source B suggests German militarisation would be just, C is saying it isn't. **Level 4 (4–5 marks)** **Compares difference between B and C and uses it as a reason for why Source C is surprising/not surprising but falls short of Level 5.** e.g. over whether Germany is a threat OR not surprising because it did happen. **Level 3 (3 marks)** **Uses purpose, contextual knowledge or cross-reference to explain why C is not surprising/ surprising, no relevant use of Source B.** Allow inference from C about remilitarisation. **Level 2 (2 marks)** **Compares/analyses the sources appropriately but fails to state whether Source C is surprising** **OR** **Identifies what is surprising but no explanation.** **Level 1 (1 mark)** **Assertions based on provenance – no valid use of what the sources say.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(c)	**Study Sources D and E.** **How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Compares the points of view of the cartoonists** Must be supported, otherwise place in Level 4. Must mention who is being criticised and why. **Level 5 (7 marks)** **Compares valid messages of the cartoons on Germany AND other nations.** **Level 4 (5–6 marks)** **Compares valid messages of the cartoons on Germany OR other nations.** **Level 3 (3–4 marks)** **Explains the message/point of view of one of the cartoons** **OR** **Interprets both cartoons but no valid comparison.** **Level 2 (2 marks)** **Compares the subject matter of the cartoons** **OR** **Compares the provenance of the sources.** **Level 1 (1 mark)** **Misinterprets one or both cartoons** **OR** **Compares surface details.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(d)	**Study Source F.** **Can Neurath's account be trusted? Explain your answer using details of the source and your knowledge.** **Level 5 (7–8 marks)** **Evaluates Source F by considering Neurath's purpose in the trial in 1946.** Both justification and exoneration (not guilty) are required (otherwise, Level 4) and need to be supported from the source. His account must be evaluated on the basis of his purpose in the trial. Must use what Neurath is saying in context of his trial. If not, then Level 4. **Level 4 (5–6 marks)** **Evaluates claims of Source F by cross-reference or contextual knowledge.** This is fact checking, not about what he is up to in the trial. **Level 3 (3–4 marks)** **Uses everyday empathy to make undeveloped use of provenance.** e.g. he would want to be found not guilty, he would defend Hitler. **Level 2 (2 marks)** **Analyses source without ever addressing issue of trust.** **Level 1 (1 mark)** **Answers that make assertions based on provenance** **OR** **Selects details from F which are/are not reliable – no explanation.** **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 Hitler was justified in remilitarising the Rhineland? Use the sources to explain your answer.** Source use must be referenced by source letter, provenance or a quote. There must be use of source content and an explanation of how this supports/does not support the statement. **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, E, F Not supporting: C, D, E, 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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