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CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/22**

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 similar are these two sources? Explain your answer using details of the sources and your knowledge.** **Level 5 (7–8 marks)** **Compares the big messages (points of view) of the artists.** i.e. Both are anti-slavery/hostile to slaveowners/sympathetic to black Americans. Must be supported, otherwise place in Level 4. **Level 4 (5–6 marks)** **Compares valid messages of the sources without getting to points of view of artists.** **Level 3 (3–4 marks)** **Explains the message/point of view of one of the sources or interprets both but no valid comparison** **OR** **Compares the style/tone of the sources.** **Level 2 (2 marks)** **Compares the provenance of the sources** **OR** **Compares the subject matter of the sources.** (Must state similarity or difference.) **Level 1 (1 mark)** **Misinterprets one or both sources** **OR** **Compares surface details.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(b)	**Study Source C.** **Why was this poster published at that time? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Explains the intended impact in the context of the Fugitive Slave Act.** e.g. To get people to campaign against the Fugitive Slave Act. **Level 5 (7 marks)** **Explains the intended impact on valid audience.** **Level 4 (5–6 marks)** **Explains the big message as the reason for publication.** Under the Fugitive Slave Act, black Americans are being taken to court for being escaped slaves where they have no chance of a fair trial. **Level 3 (3–4 marks)** **Explains sub-messages as reason for publication or the context as the reason for publication (Fugitive Slave Act).** **Level 2 (2 marks)** **Explains big message, sub-messages or context but not used as reason for publication.** **Level 1 (1 mark)** **Misinterprets the poster.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(c)	**Study Sources D and E.** **How far does Source D make Source E surprising? Explain your answer using detail of the sources and your knowledge.** **Level 6 (7–8 marks)** **Compares the sources for differences over the North's attitude towards escaped slaves and evaluates at least one of them.** Evaluation can be in terms of purpose or using contextual knowledge/cross reference to explain surprised or not surprised. Allow answers that state lack of surprise because D is about people of the North generally, while E is about black Americans (with no comparison, put in Level 3). **Level 5 (5–6 marks)** **Compares what the two sources say about attitudes in the North towards escaped slaves – surprised by the difference.** **Level 4 (4 marks)** **Not surprised based on agreements between the sources.** e.g. In both sources free states have been turned into hunting grounds for escaped slaves. **Level 3 (3 marks)** **Contextual explanation of why E is/is not surprising but no comparison with D.** **Level 2 (2 marks)** **Compares and analyses the sources appropriately but fails to state whether Source E is surprising.** **Level 1 (1 mark)** **Makes assertions based on provenance** **OR** **Identifies what is/is not surprising in E but no valid explanation.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(d)	**Study Source F.** **How far can this source be trusted? Explain your answer using details of the source and your knowledge.** **Level 6 (6–7 marks)** **Yes or no: evaluates Source F based on the purpose of the author.** i.e. to warn off Kentucky, to ensure a quiet life, to maintain good relations etc. **Level 5 (5 marks)** **Trustable: why else would a free state show sympathy for Kentucky slaveowners reclaiming their slaves?** **Level 4 (4 marks)** **Uses contextual knowledge/other sources to check the types of events described in the source.** **Level 3 (3 marks)** **Credible because views in the source are balanced.** **Level 2 (2 marks)** **Assertions about trust based on provenance only.** **Level 1 (1 mark)** **Answers in Levels 2-5 that fail to state if can be trusted or not** **OR** **Misunderstands the source.** **Level 0 (0 marks)** **No creditable response.**	**7**

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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 North sympathised with escaping slaves? 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, 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**

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Question	Answer	Marks
	OPTION B: TWENTIETH CENTURY TOPIC	
2(a)	**Study Source A.** **What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5 (7 marks)** **Explains the cartoonist's point of view.** i.e. Approves or disapproves of Baldwin's decision not to intervene in the Rhineland. If not explained, place in Level 3 **Level 4 (5–6 marks)** **Explains the big message.** i.e. Baldwin won't act *because of* public opinion. If not explained, place in Level 3. **Level 3 (3–4 marks)** **Explains sub-messages.** **Level 2 (2 marks)** **Misinterprets the cartoon.** Claims that Baldwin is going to take action. **Level 1 (1 mark)** **Surface description of the cartoon.** **Level 0 (0 marks)** **No creditable response.**	**7**

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Question	Answer	Marks
2(b)	**Study Sources B and C.** **How far do these two sources agree? Explain your answer using details of the sources and your knowledge.** **Level 5 (7–8 marks)** **Compares the big messages (points of view) on the remilitarisation.** The authors' opinions must be explicit. i.e. B justifies the remilitarisation, whilst C criticises/does not justify it. 8 marks if supported. **Level 4 (5–6 marks)** **Compares disagreements AND agreements** **Level 3 (3–4 marks)** **Compares disagreements OR agreements** Disagreements include: C says Germany has broken the Locarno Treaty, B says Germany is ready to observe it; C says Germany broke the Treaty, B says France broke it; B says the Pact breaks the Treaty, C says it doesn't; in B Germany is ready to join the League, in C it is not ready; in B France has broken Locarno, in C it hasn't; in B Germany will keep to the Locarno Treaty, in C it will break it. Agreements include: the Locarno Treaty was broken; Germany is ready to rejoin the League; Germany believes France has broken the Treaty. **Level 2 (2 marks)** **Identifies information that is in one source but not in the other** **OR** **Compares the provenance of the sources** **OR** **Compares the topic.** **Level 1 (1 mark)** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(c)	**Study Sources D and E.** **How far does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.** **Level 7 (8 marks)** **Compares the messages about France and evaluates at least one of the sources to judge surprised/not by E.** Evaluation will be in terms of purpose. **Level 6 (7 marks)** **Not surprised by the disagreements about France because of what has happened between the two dates of the sources.** **Level 5 (5–6 marks)** **Surprised by the disagreements about France** e.g. French not ready to act in D, ready to act in E, uncertain in D, certain in E. **Level 4 (4 marks)** **Not surprised: Compares sources for agreement.** e.g. Germany wants to invade in both/France should make up its mind in D, makes up its mind in E. **Level 3 (3 marks)** **Uses purpose, contextual knowledge or cross-reference to explain why Source E is/is not surprising BUT no relevant use of Source D.** **Level 2 (2 marks)** **Compares/analyses the sources appropriately but fails to state whether Source E is surprising.** **Level 1 (1 mark)** **Assertions based on provenance – no valid use of what the sources say** **OR** **Identifies what in Source E is/is not surprising, no valid explanation.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(d)	**Study Sources F and G.** **How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Compare the points of view of the cartoonists.** i.e. who is being criticised and why. Points of view must be supported, otherwise place in Level 4. **Level 5 (7 marks)** **Compares valid messages of the cartoons about BOTH Germany AND the Allies.** **Level 4 (5–6 marks)** **Compares valid messages of the cartoons about Germany OR the Allies.** **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(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, D, G Not supporting: C, D, E, F, G **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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