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CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/23**

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
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 5 (7 marks)** **Answers that compare the big messages of the two sources – A is generally positive about the North, B is more mixed about the North; A is more positive towards slavery than B.** Must be supported, otherwise treat as a disagreement. **Level 4 (5–6 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 3 (3-4 marks)** **Answers that compare agreements OR disagreements.** Agreements include: before Lincoln the government did little; Northerners rallied to the government's side; in the North there was enthusiasm/support for the war; the unity of the North was a surprise to the South; there had been years of tension/disagreement between North and South; the slaveholders had dominated. Disagreements include: in A Lincoln's government did little at the beginning, in B it sent relief to Sumter; in A Sumter was to be abandoned, in B relief was quickly sent; A says the North is united, B says there are divisions e.g. the Copperheads; A thinks the North will win, B thinks this will be difficult. **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**

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Question	Answer	Marks
1(b)	**Study Source C.** **Is this source surprising? Explain your answer using details of the source and your knowledge.** **Level 5 (8 marks)** **Contextual explanation of why not surprised the poster is pro–government, anti-Copperhead in New Hampshire at that time.** e.g. New Hampshire was a Northern state, Republican, anti-slavery. If not explained, place in Level 3. **Level 4 (7 marks)** **Contextual explanation of why not surprised the poster is pro-government, anti-Copperhead in New Hampshire OR at that time.** If not explained, place in Level 3. **Level 3 (4-6 marks)** **Explains why surprised/not surprised by the views of John George.** **Level 2 (2–3 marks)** **Identifies what surprised/not surprised by but no valid explanation** **OR** **Valid analysis of poster but fails to state if surprising** **OR** **Explains surprised/not surprised by details in the source** **OR** **Uses everyday empathy to explain surprised/not surprised.** **Level 1 (1 mark)** **Answers based on misinterpretation of 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 similar are these two cartoons? Explain your answer using details of the sources and your knowledge.** **Level 6 (7–8 marks)** **Compares the points of view of the cartoonists.** Must be supported, otherwise place in Level 4. **Level 5 (5–6 marks)** **Compares valid messages of the cartoons without getting to the points of views of the cartoonists.** **Level 4 (4 marks)** **Explains the message/point of view of one of the cartoons or interprets both cartoons but no valid comparison.** **Level 3 (3 marks)** **Compares the provenance of the cartoons.** **Level 2 (2 marks)** **Compares the subject matter of the cartoons.** **Level 1 (1 mark)** **Compares surface details** **OR** **Misinterprets one or both cartoons.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(d)	**Study Source F.** **How reliable is this source? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Evaluates Source F by considering Davis' purpose in the context of the time.** Must use what Davis is saying. **Level 5 (6–7 marks)** **Evaluates big message of F by cross–reference or contextual knowledge.** **Level 4 (5 marks)** **Evaluates parts of Source F by cross-reference, contextual knowledge or purpose without getting to the big message.** **Level 3 (3–4 marks)** **Uses everyday empathy to make undeveloped use of provenance.** e.g. he would not lie to the rest of the Confederacy. **Level 2 (2 marks)** **Analyses source without ever addressing issue of reliability.** **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
1(e)	**Study all the sources.** **How far do these sources provide convincing evidence that the North was keen to fight a civil war? 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: B, C, D **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 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 sources.** Must be supported, otherwise treat as a disagreement. **Level 4 (5–6 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 3 (3–4 marks)** **Answers that compare agreements OR disagreements.** Agreements include: Hitler turned to Rhineland because of Abyssinia; the French army was in a bad state; the French would not act; the British would not act; the French wanted British support, British support was needed/important; German forces were small. Disagreements include: in A Hitler turns to Rhineland because Italy needs an ally, in B it is because the Allies distracted by the war or because of Franco-Soviet Pact; in A 22 000 troops, in B 30 000; in A Germans ordered to retreat if challenged, in B they are told to resist; A – this was last chance to stop Hitler, B says nothing could be done; in A French want British support, in B they have no intention of acting; in A the French would have acted had they had British support, in B the French request support but this is to excuse their lack of action. **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** **OR** **Answers that state they are both about the German remilitarisation of the Rhineland.** **Level 1 (1 mark)** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	**7**

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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 6 (8 marks)** **Compares the points of view of the cartoonists.** Must be supported, otherwise place in Level 4. **Level 5 (6–7 marks)** **Compares the big messages of the cartoons without getting to the points of view of the cartoonists.** **Level 4 (4–5 marks)** **Compares valid sub messages of the cartoons.** **Level 3 (3 marks)** **Explains 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)** **Compares surface details** **OR** **Misinterprets 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.** **These two sources are accounts of the same conversation. How far does Source E make Source F surprising? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Compares the sources and evaluates one or both to explain whether or not F is surprising. Evaluation could be by considering purpose or by using contextual knowledge or cross reference.** **Level 5 (5–7 marks)** **Compares the sources and uses disagreement to explain that F is surprising.** The disagreement over resist/not resist is needed for 7 marks. **Level 4 (4 marks)** **Only uses F and uses contextual knowledge/cross reference to explain whether it is surprising or not.** **Level 3 (3–4 marks)** **Not surprised based on agreement of content** i.e. that Flandin says that Germany will take action. **OR** **Surprised by a difference but lacks any reference to the Rhineland.** **Level 2 (2 marks)** **Answers based on undeveloped provenance** **OR** **Analyses the sources appropriately but fails to state whether Source F is surprising** **OR** **Identifies what is surprising/not surprising about F but no explanation.** **Level 1 (1 mark)** **Writes about the sources but fails to get to grips with the question.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(d)	**Study Source G.** **How far can Churchill's account be trusted? Explain your answer using details of the source and your knowledge.** **Level 5 (7–8 marks)** **Evaluates Source G by considering Churchill's purpose in 1948.** These answers could focus on Churchill's purpose being to shape history's view of him, clear Britain's name or blame the French. **Level 4 (4–6 marks)** **Uses cross-reference/contextual knowledge to test some of the claims made by Churchill.** e.g. Hitler could have been stopped, Allied forces were superior, the French could have gone ahead. **Level 3 (3 marks)** **Asserts that he was a critic of appeasement and so would criticise the failure to act.** **Level 2 (2 marks)** **General explanations based on provenance** e.g. length of time that has passed **OR** **Identifies something that can/cannot be trusted, but no explanation** If candidates state something is accurate/inaccurate, it must be. **Level 1 (1 mark)** **Assertions based on provenance – no explanation** **OR** **Answers that make no reference to the issue of trust.** **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 France was to blame for lack of action over the remilitarisation of 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, F, G Not supporting: A, B, C, E **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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