CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/22**

Paper 2 Document Questions **May/June 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 May/June 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
	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
	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

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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.** **Why do these two sources disagree? Explain your answer using details of the sources and your knowledge.** **Level 7 (8 marks)** **Contextual explanation and comparison of the purpose (audience) of sources.** These answers must be explained with some reference to events 1866–70, otherwise place in Level 3. **Level 6 (7 marks)** **Contextual explanation – how they are justifying their positions.** Place in L3 if no contextual support. **Level 5 (6 marks)** **Contextual explanation of why the sources disagree – does not get to purpose.** These answers must be explained with some reference to events 1866–70 otherwise place in Level 3. Explaining context of one source is enough. **Level 4 (5 marks)** **Contextual explanation of motivation behind one source but not the other.** **Level 3 (3–4 marks)** **Explains what the disagreements are** 4 marks for comparing them. **Level 2 (2 marks)** **Undeveloped answers based on provenance – no proper use of content of sources.** **Level 1 (1 mark)** **Paraphrases the sources.** **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
1(b)	**Study Sources C and D.** **How far would these two cartoonists have disagreed? Explain your answer using details of the sources and your knowledge.** **Level 6 (7–8 marks)** **Explains big disagreement over who was responsible for the Franco-Prussian War** Must be supported, otherwise Level 4 **OR** **Compares Napoleon being blamed for Franco-Prussian War in C with prediction that Prussia will be defeated in D.** **Level 5 (5–6 marks)** **Explains big disagreement over who was responsible for the slaughter/deaths.** Must be supported, otherwise Level 4. **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 sub-agreements or sub-disagreements.** **Level 2 (2 marks)** **Compares the provenance of the sources.** Probable argument will be they disagree because American/French **OR** **Explains sub-messages but not compared.** **Level 1 (1 mark)** **Misinterprets cartoons OR compares surface details** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(c)	**Study Sources E and F.** **Does Source E make Source F surprising? Explain your answer using detail of the sources and your knowledge.** **Level 6 (8 marks)** **Compares the sources for differences over who was to blame for the war 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. **Level 5 (7 marks)** **Compares what the two sources say about who was to blame for the war** **OR** **Explains that Prussia is keen to fight in both sources.** **Level 4 (5–6 marks)** **Contextual explanation of why F is/is not surprising but no comparison with E.** **Level 3 (3–4 marks)** **Compares and analyses the sources appropriately but fails to state whether Source F is surprising** **OR** **Answers based on comparison of details.** e.g. war expected/not expected, French rudeness. **Level 2 (2 marks)** **Makes assertions based on provenance** **OR** **Identifies what is or is not surprising but no explanation.** **Level 1 (1 mark)** **Surface comparison of the two sources.** Comparison of details. **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
1(d)	**Study Source G.** **Can Bismarck be trusted in this source? Explain your answer using details of the source and your knowledge.** **Level 6 (7 marks)** **Evaluates Source G by considering Bismarck's purpose in the context of the time.** Must use what Bismarck is saying. **Level 5 (5–6 marks)** **Evaluates big message of G by cross-reference or contextual knowledge.** Big message: Prussia does not want war with France. **Level 4 (4 marks)** **Evaluates parts of Source F by cross-reference, contextual knowledge or purpose without getting to the big message.** **Level 3 (3 marks)** **Uses everyday empathy to make use of provenance** e.g. he would not lie because he knows the interview is public **OR** **Everyday empathy about Bismarck's reasoning** e.g. he would not want to ruin Germany's trading partner. **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 G which are/are not reliable – no explanation.** **Level 0 (0 marks)** **No creditable response.**	**7**

Question	Answer	Marks
1(e)	**Study all the sources.** **How far do these sources provide convincing evidence that Prussia was responsible for the Franco-Prussian 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, D, E Not Supporting: B, C, 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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Question	Answer	Marks
	OPTION B: TWENTIETH CENTURY TOPIC	
2(a)	**Study Source 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. Candidates must state that this is the overall or big message. It cannot just be one of several agreements/disagreements.** Must be supported, otherwise treat as an ordinary disagreement. **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: Italy was backward economically/economic problems in Italy or Mussolini acted because of internal factors in Italy; Mussolini wanted to civilise/develop Abyssinia; Italians could be settled in Abyssinia; Abyssinia could be used to solve some of Italy's problems; Mussolini was confident the League would not act; the injustices of Versailles. Disagreements include: in A Mussolini not worried about internal opposition, in B he is worried; in A, Abyssinia has economic potential, in B it does not; in A, glory is the reason for invasion, in B it is fear of being overthrown or revenge for 1896. **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** **OR** **State that the sources are about the same topic.** **Level 0 (0 marks)** **No creditable response.**	**7**

Question	Answer	Marks
2(b)	**Study Source C.** **Why did Mussolini make this speech on 2 October 1935? Explain your answer using details of the source and your knowledge.** **Level 7 (8 marks)** **Explains Mussolini's purpose (intended impact) in the context of the invasion on 3 October.** **Level 6 (7 marks)** **Explains the intended impact on the Italian people – to support the invasion.** **Level 5 (6 marks)** **Explains he is giving the speech to justify the invasion.** Must have a valid justification from C. **Level 4 (5 marks)** **Immediate context (invasion starts next day) as reason for speech.** **Level 3 (3–4 marks)** **Explains sub-messages (i.e. not justifications)** **OR** **The general context as reason for the speech** **OR** **Undeveloped claims about impact on audience.** **Level 2 (2 marks)** **Explains valid message or context but not used as a reason for the speech.** **Level 1 (1 mark)** **Paraphrases the speech** **OR** **Misinterprets the speech.** **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
2(c)	**Study Sources D and E.** **Does Source D prove that Mussolini was lying in Source E? Explain your answer using details of the sources and your knowledge.** **Level 5 (8 marks)** **Compares what the sources say and evaluates at least one of them** Evaluation can be in terms of purpose or using contextual knowledge/cross reference to explain **OR** **Reconciles the two sources** They are actually saying the same thing but Mussolini is hiding what he means **OR** **They are both hiding what they mean.** **Level 4 (5–7 marks)** **Compares the sources and uses disagreements as reason why Mussolini is lying.** If add agreements, 6–7. **Level 3 (3–4 marks)** **Uses purpose, contextual knowledge or cross-reference to explain why lying or not lying in E but no relevant use of D** **OR** **Finds an agreement** e.g. neither wants outside interference **OR** **Developed provenance answers.** **Level 2 (2 marks)** **Compares/analyses the sources appropriately but fails to state whether Mussolini lying.** **Level 1 (1 mark)** **Assertions based on provenance – no valid us of what the sources say.** **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
2(d)	**Study Source F.** **What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 4 (8 marks)** **Explains the message is Mussolini/Italians are the savages, not the Abyssinians.** If not explained, place in Level 2 (4 marks). **Level 3 (7 marks)** **Explains the big message – cartoonist is mocking Mussolini/Italians for being savages.** If not explained, place in Level 2 (4 marks). **Level 2 (3–6 marks)** **Explains valid sub-messages.** e.g. cruel, horrible. Must have 'critical' for 6 marks. **Level 1 (1–2 marks)** **Surface descriptions of the cartoon** e.g. There are planes flying **OR** **Misinterprets the cartoon** Claims it is saying Abyssinians are uncivilised or Mussolini/Italians are civilised. **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
2(e)	**Study all the sources.** **How far do these sources provide convincing evidence that Mussolini invaded Abyssinia because he thought it was uncivilised? 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: A, B, 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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