CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/21**

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
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
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
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.** **How far do these two sources agree? Explain your answer using details of the sources.** **Level 5 (7 marks)** **Overall judgement on who was responsible for war.** This must be a clear, summative, overall judgement. If just an individual point of comparison, then treat as a single disagreement. e.g. In A, Bismarck was not planning war and it was Austria that took the initiative, in B it was Bismarck planning war and making all the running. **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: Austria and Prussia jointly take action against Denmark; Austria and Prussia have joint control over the Duchies, this joint control meant possibility of friction (only one agreement allowed); Prussia sent troops into Holstein, because Austria went to the Diet (only one agreement allowed); going to the Diet broke previous agreements; Bismarck is working against Austria; Prussia wanted to be the leading German state. Disagreements include: A says Bismarck just wanted to frighten Austria/gain control of both Duchies, B says he was planning war against Austria; in A Bismarck was not manipulating Austria or leading it into war, in B he was; in A referring to the Diet was provocative, in B it was just a technical infringement; in A the decisive move was Austria asking Diet to mobilise, in B it was Prussia abolishing the Confederation and invading Saxony. **Level 2 (2 marks)** **Answers based on information that is in one source but not in the other OR** **Answers that compare the provenance/topic 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
1(b)	**Study Source C.** **What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5 (8 marks)** **Explains the cartoonist's point of view.** The cartoonist is making fun of/ mocking Italy and Prussia. Must include the Big Message, or L3. **Level 4 (6–7 marks)** **Explains the big message.** i.e. It will be a mistake for Italy and Prussia to go to war against Austria/ If Italy and Prussia go to war against Austria, they will lose. If not explained, place in Level 3. **Level 3 (5 marks)** **L4/L5 without support.** **Level 2 (2–4 marks)** **Explains valid sub-messages** Only award 2 marks when answer is limited to explanation of incidental details. **Level 1 (1 mark)** **Surface descriptions of the cartoon** **OR** **Misinterprets the cartoon** – e.g. Austria is in danger. **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(c)	**Study Sources D and E.** **Does Source D make Source E surprising? Explain your answer using detail of the sources and your knowledge.** **Level 5 (8 marks)** **Not surprising: Compares the messages 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 not surprised. **Level 4 (7 marks)** **Contextual explanation of why E is/is not surprising but no comparison with D.** **Level 3 (3–6 marks)** **Compares messages of the two sources to decide surprising/not surprising.** **Level 2 (2 marks)** **Compares and analyses the sources appropriately but fails to state whether Source E is surprising** **OR** **Identifies something in E which is/is not surprising, but no valid explanation.** **Level 1 (1 mark)** **Makes assertions based on provenance** **OR** **Surface comparison of the two sources** – comparison of details. **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(d)	**Study Source F.** **Can William I'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 William's purpose in the context of the time** – must use what William is saying. **Level 4 (5–6 marks)** **Evaluates big message of F by cross-reference or contextual knowledge.** **Level 3 (4 marks)** **Evaluates details in Source F by cross reference, contextual knowledge or purpose without getting to the big message.** **Level 2 (3 marks)** **Uses everyday empathy to make use of provenance.** e.g. as his wife is staying with Victoria, William would not want to say anything to upset the British. **Level 1 (1–2 marks)** **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**

Question	Answer	Marks
1(e)	**Study all the sources.** **How far do these sources provide convincing evidence that Austria was to blame for the Austro-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, 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 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** – must be supported, otherwise treat as a disagreement i.e. They are, overall, both critical of the League, but A qualifies this on the smaller states. **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: The League will use collective security; the League was seen as a club for victors; both are critical of the League; Lloyd George was not a supporter of/convinced by the League. Disagreements include: In A there is suspicion about collective security, in B it was welcomed; in A Lloyd George was against the league, in B he was indifferent; in A it was universal, in B it was not; in A non-European powers welcomed it, in B they did not; in A the League had some power, but in B it was weak. **Level 2 (2 marks)** **Answers based on information that is in one source but not in the other** **OR** **Answers that compare the provenance/topic 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 sources? Explain your answer using details of the sources and your knowledge.** **Level 4 (7–8 marks)** **Compares the cartoonists' opinions about the League.** Must be supported, otherwise place in Level 3 **Level 3 (4–6 marks)** **Compares valid messages of the cartoons without getting to cartoonists' opinions.** Valid comparisons, e.g. In both the League is about peace but missing the main point = 4 marks. Unsupported answers = 3 marks. The main point is that they are different because C believes the League is capable of achieving peace, but D does not. **Level 2 (2–3 marks)** **Explains message/point of view of one of the sources** **OR** **Interprets both sources - but no valid comparison.** **Level 1 (1 mark)** **Compares the provenance of the sources** **OR** **Compares the subject matter of the sources** **OR** **Compares surface details** **OR** **Misinterprets one or both sources.** **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
2(c)	**Study Source E.** **What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5 (8 marks)** **Big Message plus explains the opinion of the cartoonist.** Must be critical of the League for allowing other nations' interests to be the priority, not peace. Unsupported opinion = L3. **Level 4 (6–7 marks)** **Explains the big message.** **Level 3 (5 marks)** **Levels 4–5 without support.** **Level 2 (2–4 marks)** **Explains sub-messages.** Only award 2 marks when answer is limited to explanation of incidental details. **Level 1 (1 marks)** **Surface description of the cartoon/Plausible misinterpretations of the cartoon** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(d)	**Study Source F.** **Why did the Italian delegate say this to the British Ambassador in October 1923? Explain your answer using details of the source and your knowledge.** **Level 5 (8 marks)** **Explains the purpose of the delegate in correct context, i.e. post-Corfu.** i.e. to ensure that GB/League does not interfere with Italy's future plans for expansion. **Level 4 (6–7 marks)** **Explains the big message of the delegate.** i.e. to tell the British that Italy intends to destroy/make the League ineffective (must be properly explained, not just copied from the source). **Level 3 (5 marks)** **Specific context.** i.e. because of the Corfu crisis. **Level 2 (2–4 marks)** **Explains valid sub-messages** **OR Generalised context (i.e. not Corfu)** **OR Purpose but no Corfu.** **Level 1 (1 mark)** **Above levels but not used as reasons for saying what he said** **OR Invalid reasons (e.g. Abyssinia).** **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 early critics of the League thought it was too weak? 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: B, C, D, E Not Supporting: A, C, 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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