CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/23**

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.

© Cambridge University Press & Assessment 2025

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.

© Cambridge University Press & Assessment 2025

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

© Cambridge University Press & Assessment 2025

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

© Cambridge University Press & Assessment 2025

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.

© Cambridge University Press & Assessment 2025

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 more positive about the Parliament and its achievements, B is more negative. 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 agreement(s) OR disagreement(s).** Agreements include: In 1848 it introduced reforms; Frederick William rejected the Imperial Crown; his rejection weakened the Parliament; the previous powers recovered their authority; it did not have an army. Disagreements include: A suggests it was reasonably representative, B says not; A says it was united, B says divided; in A Parliament failed, as Frederick William rejected the offer of the crown, in B it says Parliament was responsible; in A Frederick William rejects the crown in April, in B it's March. **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**

Question	Answer	Marks
1(b)	**Study Source C.** **How surprising is this cartoon? Explain your answer using details of the source and your knowledge.** **Level 5 (7–8 marks)** **Uses cartoonist's purpose in context to express lack of surprise.** **Level 4 (5–6 marks)** **Uses cross reference or contextual knowledge to explain surprise** **OR** **Lack of surprise of the big message of Source C.** Big message: Germany is not united because of the self-interest of the states or chances of a united Germany will be missed because of the self-interest of the German states. **Level 3 (3–4 marks)** **Uses cross reference or contextual knowledge to explain surprise** **OR** **Lack of surprise at sub messages of Source C.** **Level 2 (2 marks)** **Analyses Source C but fails to state whether surprising.** **Level 1 (1 mark)** **Identifies parts of Source C that are/are not surprising but no explanation.** **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
1(c)	**Study Sources D and E.** **Does Source D prove that Source E is wrong about the Frankfurt Parliament? Explain your answer using details of the source and your knowledge.** **Level 7 (7–8)** **Compares Sources D and E for differences about the Parliament and evaluates one of the sources.** Evaluation can be by purpose, cross reference or contextual knowledge. **Level 6 (6 marks)** **Evaluates Source E to address the question – no valid use of D.** Evaluation can be by purpose, cross reference or contextual knowledge. **Level 5 (5 marks)** **Uses cross reference or contextual knowledge to explain whether D proves E wrong.** **Level 4 (4 marks)** **Uses disagreements as proof that E is wrong – but no explanation.** **Level 3 (3 marks)** **Uses content of Source E to address the question – no valid use of D.** **Level 2 (2 marks)** **Undeveloped use of provenance** **OR** **Analyses Source E but does not address the issue of having a chance of succeeding.** **Level 1 (1 mark)** **Paraphrases Source E** **OR** **Unsupported assertions.** **Level 0 (0 marks)** **No creditable response.**	**8**

Question	Answer	Marks
1(d)	**Study Source F.** **Why did Frederick William make this announcement at that time? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Explains purpose – the intended impact on the German people/princes in the context of 1848-49.** **Level 5 (6–7 marks)** **Explains purpose – the intended impact on the German people/princes.** **Level 4 (4–5 marks)** **Explains big message – no purpose.** **Level 3 (3 marks)** **Explains sub-messages as reason or explains the context as the reason.** **Level 2 (2 marks)** **Explains big message, sub-messages or context but not used as a reason.** **Level 1 (1 mark)** **Surface understanding, misinterprets it.** **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 the Frankfurt Parliament failed because of its internal weaknesses? 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, E, F Not Supporting: A, 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**

© Cambridge University Press & Assessment 2025

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 two sources.** Must be supported, otherwise treat as a disagreement. Must be presented as an overall message, rather than one in a list of agreements **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: Hoare left for talks on 7 December; the talks went well; the Pact was leaked (on 9 December); the Pact caused uproar from the British public, Britain and France want to avoid war. Disagreements include: A says he was given instructions, B says he had little guidance; A says Hoare was not pressurised by Laval, B says he was; A says Britain had military weaknesses, B says it's militarily stronger than Italy OR in A Britain couldn't got to war, in B it could have done; A supports the Pact, B doesn't; in A the Pact was carefully thought out by the British, in B the British are forced by the French; in A the Pact offers the best chance for peace, in B it is immoral, rewards aggression; A defends the Pact, B criticises it; in A Hoare is told to reach an agreement, in B he has no intention of doing this. **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** **States that sources are about the same thing.** **Level 0 (0 marks)** **No creditable response.**	**7**

Question	Answer	Marks
2(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)** **Explains the cartoonist's point of view.** Critical of the Pact, the Pact is bad, the Pact has let down Abyssinia/Selassie. If not explained, place in Level 3, award 5 marks. **Level 4 (6 marks)** **Explains the big message** Selassie is very upset by the Pact. If not explained, place in Level 3, award 5 marks. **Level 3 (3-5 marks)** **Explains valid sub-messages.** Examples could include: Selassie is angry, Mussolini is content/contemptuous, Britain and France are not acting, League of Nations is not effective/not protective of Abyssinia. **Level 2 (2 marks)** **Misinterpretations.** **Level 1 (1 mark)** **Surface descriptions of the cartoon.** **Level 0 (0 marks)** **No creditable response.**	**8**

© Cambridge University Press & Assessment 2025

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 6 (7–8 marks)** **Compares the sources for differences over the Pact 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 (6 marks)** **Contextual explanation of why E is/is not surprising but no comparison with D.** **Level 4 (4–5 marks)** **Compares the two sources for valid differences to explain surprise/lack of surprise.** **Level 3 (3 marks)** **Common sense explanations based on provenance** e.g. They are both from the same government **OR Identifies key difference** i.e. justification and criticism of the Pact. **Level 2 (2 marks)** **Makes assertions based on provenance** **OR** **Compares and analyses the sources appropriately but fails to state whether Source E is surprising** **OR** **Identifies something surprising/not surprising but no proper 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
2(d)	**Study Source F.** **How useful is this source to a historian studying the Hoare-Laval Pact? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Useful – Explains how this source gives us a Soviet perspective on the Pact.** Must explain what that is. **OR** **The fact that Maisky had to wait for the fall of the Soviet Union to publish his diary shows it must contain useful information.** **Level 5 (6–7 marks)** **Evaluates Source F's big message about the Pact using cross-reference or contextual knowledge.** **Level 4 (5 marks)** **Evaluates parts of Source F by cross-reference or contextual knowledge without getting to the big message.** **Level 3 (3–4 marks)** **Argues that it is not useful because he 'imagines what happened'** **OR** **Argues that it is useful because he was writing a private diary with no audience** **OR** **Argues he works in London so would know about government actions/would be familiar with the actions of the government** **OR** **Useful because it gives us an overall opinion of the Pact/useful because of what it says about the Pact** **OR** **Argues it is not useful because of its tone/language –** must be supported. **Level 2 (2 marks)** **Answers that make assertions based on provenance** **OR** **Selects details from F which are/are not reliable – no explanation** **OR** **Useful because it tells us incidental details (not about the Pact).** **Level 1 (1 mark)** **Answers that fail to address the issue of 'useful'** **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 Hoare and Laval were justified in devising the Hoare-Laval Pact? 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 Not Supporting: B, C, 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**

© Cambridge University Press & Assessment 2025