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CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/22**

Paper 2 **February/March 2026**

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 February/March 2026 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **15** printed pages.

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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
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 wide 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 argues the Philippines should be given its independence, B argues it should not because it is not ready. **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: A claims that some argue imperialism will benefit the USA commercially and B does argue this; they both think that the Philippines will be the target of other powers. Disagreements include: A claims the Philippines would not benefit from US rule, B claims it would; A claims the educated Filipinos are against US rule, B claims they support it; they disagree over how far the Philippines is ready for independence; they disagree over what was the honourable thing to do. **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 / topic of 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.** **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.** Must be explained, otherwise Level 4. Must be explicit about criticism. Cartoonist's point of view: criticising US actions in the Philippines. **Level 4 (6–7 marks)** **Explains the big message.** Big message: the USA has brought disaster, not progress, to the Philippines; the Americans are hypocrites**.** Must be explained, otherwise Level 3. **Level 3 (3–5 marks)** **Explains valid sub-messages.** Valid sub-messages include: the USA has brought disaster to the Philippines; the USA has treated the Filipinos badly. Must be supported, otherwise Level 2. **Level 2 (2 marks)** **Misinterprets the cartoon**. e.g. the USA has brought progress to the Philippines; the USA has not brought freedom to the Philippines. **Level 1 (1 mark)** **Surface descriptions of the cartoon.** e.g. the Americans have burnt down the Filipinos' houses; they have brought lots of bars to the Philippines. **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 details of the sources and your knowledge.** **Level 6 (8 marks)** **Compares the big messages (points of view about nature of US rule) and evaluates at least one of the sources.** Evaluation can be in terms of purpose or using contextual knowledge/cross-reference to explain whether E is surprising. **Level 5 (6–7 marks)** **Compares big messages (points of view about nature of US rule) to explain why E is/is not surprising.** Big messages: D – US military rule is good; it will not allow any opposition from the people. However, their rights and freedoms will be respected. E – US military rule is bad; armed conflict will be used against it because it is oppressive and the fact that the rights of the Filipino people have not been respected. **Level 4 (4–5 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 3 (3 marks)** **Compares sub-messages (without getting to overall big message) to explain why E is/is not surprising.** **Level 2 (2 marks)** **Compares/analyses the sources appropriately but fails to state whether Source E is surprising.** Comparisons include: they agree the US military is in charge; in D US rule is benevolent, in E it is the opposite. **Level 1 (1 mark)** **Makes assertions based on provenance – no valid use of what the sources say.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(d)	**Study Source F.** **Does this source have any use for the historian studying imperialism in this period? Explain your answer using details of the source and your knowledge.** **Level 5 (7–8 marks)** **Uses the source to explain that imperialism is essentially racist.** **Level 4 (5–6 marks)** **Uses the source to explain what the source reveals about the attitudes of the author** Must be explicit about these being his attitudes. **Level 3 (3–4 marks)** **Uses content of the source to explain what is useful but fails to link it to imperialism.** **Level 2 (2 marks)** **Assertions about usefulness based on provenance only/claims that it is 'biased'.** **Level 1 (1 mark)** **Accepts statements in F uncritically as evidence it is useful.** **OR** **Answers in Levels 2–5 that do not address useful or not useful.** **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 people at the time thought that US actions towards the Philippines were justified? Use the sources to explain your answer.** Source use must be referenced to a source by letter, provenance or 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, D, F Not supporting: A, 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**

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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 two sources**. A claims the US should not be fighting, B claims the US should. NB The answer needs to indicate in some way that this is the big message. **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: both see the war as a struggle against Communism; A claims the South Vietnamese do not want the USA there, B agrees that some people think this; North Vietnam was involved/responsible for the war; the US was committed to South Vietnam; the war cannot be won without the support of the South Vietnamese people. Disagreements include: B claims South Vietnam welcomes the US, A disagrees; A claims the war is a civil war, B disagrees; A does not see Communism as a great threat, B does; A says the war cannot be won, B says it can; in A North Vietnam is not involved, in B it is; in A South Vietnamese are not keen on fighting, in B they are; in A South Vietnam wants to end the slaughter, in B it wants to fight for freedom and independence; in A the USA and South Vietnam are not aligned, in B they are; in A the USA got involved to support the regime, in B it was invited by the Government. **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 / topic of 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
2(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.** Cartoonist's point of view: criticising the fact that the US military was acting under so many constraints that were preventing it from winning. If not explained, place in Level 3. NB Must be explicit about criticism. **Level 4 (6–7 marks)** **Explains the big message (without the point of view).** Big message: the US military was having to act under many constraints that were preventing it from winning. **Level 3 (3–5 marks)** **Explains valid sub-messages.** Valid sub-messages include: the US military was struggling; the US military was not able to bomb everywhere it wanted; the US military was not able to operate as it wanted. **Level 2 (2 marks)** **Misinterprets the cartoon.** e.g. the US was winning. **Level 1 (1 mark)** **Surface descriptions of the cartoon**. e.g. there were bombing constraints; the US military was shackled. **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(c)	**Study Source D.** **Why was this speech made at this time? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Explains Johnson's purpose (intended impact) in the specific context of the time – his decision to escalate US involvement.** Purpose: to persuade the American public to support the escalation of US military involvement in Vietnam. **Level 5 (7 marks)** **Explains Johnson's decision to escalate as the reason the speech.** Context: Johnson's decision to escalate by sending combat troops to Vietnam. **Level 4 (5–6 marks)** **Explains the big message as the reason for the speech**. US involvement in Vietnam is justified because of the threat from Communism. **Level 3 (3–4 marks)** **Explains sub-messages or general purpose or general context as reason for the speech.** General context: the Gulf of Tonkin incident in 1964; in February 1965 Operation Rolling Thunder started aimed at forcing North Vietnam to stop its support for the Viet Cong; anti-war movement becoming significant; the draft began to be used more at this time. **Level 2 (2 marks)** **Explains big message, sub-messages or context but not used as a reason for the speech.** Sub-messages include: the threat from Communism (China); North Vietnam attacked and will conquer South Vietnam; if the USA leaves then South Vietnam will collapse. **Level 1 (1 mark)** **Paraphrases the speech** **OR** **Misinterprets the speech.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(d)	**Study Sources E and F.** **How far does Source E make Source F surprising? Explain your answer using details of the sources and your knowledge.** **Level 6 (7–8 marks)** **Compares the sources for differences over whether US strategy is working 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)** **Compares the sources for differences over whether US strategy is working.** **Level 4 (4–5 marks)** **Contextual explanation of why F is/is not surprising but no comparison with E** **OR** **Compares differences that do not get as far as effectiveness of US strategy** **OR** **Compares agreements.** Must address issue of surprise in Levels 4-6. Otherwise, Level 3. **Level 3 (3 marks)** **Compares and analyses the sources appropriately but does not address whether Source F is surprising.** **Level 2 (2 marks)** **Makes assertions based on provenance / difference in dates.** **Level 1 (1 mark)** **Compares incidental details** **OR** **Writes about the sources but no comparison.** **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 the Americans had a good chance of winning the Vietnam War? Use the sources to explain your answer.** Source use must be referenced to a source by letter, provenance or 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, D, F Not supporting: A, 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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