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CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/21**

Paper 2 Document Questions **May/June 2026**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions 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

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Annotation	Meaning
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
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 wide range of sources as evidence, in their historical context.

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Question	Answer	Marks	Guidance
	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.** Must be supported, otherwise place in Level 3. **Level 4 (5–6 marks)** **Answers that compare agreement(s) AND disagreement(s).** **Level 3 (3–4 marks)** **Answers that compare agreements OR disagreements.** **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**	**Level 5** – **Big messages** – A says that the Reconstruction governments started well but white Southerners destroyed Reconstruction; B says the Reconstruction governments were a disaster from the beginning and the whole experiment was finally destroyed by white Southerners. Must be supported by examples. **Agreements** include: black Americans could vote/were office holders; the new governments in the South (Reconstruction) failed/ because of white Southerners; white Southerners (Democrats) took back power; the KKK (white supremacists) terrorised black Americans. **Disagreements** include: A praises the new governments (brave action), B criticises them (corrupt); A gives the impression that black Americans led the new governments, B suggest carpetbaggers and scalawags did; A argues the white Southerners were responsible for the failure of the new governments, B says they brought down their own downfall.

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Question	Answer	Marks	Guidance
1(b)	**Study Source C.** **Why was this source published at that time? Explain your answer using details of the source and your knowledge.** **Level 6 (7–8 marks)** **Explains in context the intended impact on audience.** **Level 5 (5–6 marks)** **Explains the intended impact on audience as reason for publication (not in context).** **Level 4 (4 marks)** **Explains the big message as the reason for publication.** **Level 3 (3 marks)** **Explains sub-message(s) as reason for publication.** **Level 2 (2 marks)** **Explains big message, sub-messages or context but not used as reason for publication.** **Level 1 (1 mark)** **Paraphrases/repeats parts of source.** **Level 0 (0 marks)** **No creditable response.**	**8**	**Note:** In Levels 3–6, the answers must use the explanation/analysis as a reason for publication. Otherwise, Level 2. **Level 6** answers must contain: a valid message, valid context and intended impact. **Purpose** (intended impact) – to persuade southern governments to pass, or Southerners to support, laws to keep black Americans 'in their place'. **Context** – the end of the war (May 1865) and the introduction of Reconstruction in the South. **Big message** – black Americans are not capable of using freedom properly and need to be controlled. **Sub-messages** – black Americans are free, black Americans need to be guided, white Southerners 'know best'.

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Question	Answer	Marks	Guidance
1(c)	**Study Source D.** **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.** If not explained, place in Level 4. **Level 4 (6–7 marks)** **Explains the big message.** If not explained, place in Level 3. **Level 3 (3–5 marks)** **Explains valid sub-messages.** If not supported, place in Level 2. **Level 2 (2 marks)** **Misinterprets the cartoon.** e.g. KKK will kill all black Americans after the election. **Level 1 (1 mark)** **Surface descriptions of the cartoon.** **Level 0 0 marks** **No creditable response.**	**8**	**Cartoonist's point of view** – supporting the threats to people from the North. **The big message** – carpet baggers and scalawags from the North are going to be punished if a Democrat is elected as President. **Valid sub-messages include:** the KKK is threatening people from the North.

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Question	Answer	Marks	Guidance
1(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 big messages (points of view) 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 no reason for being surprised. **Level 5 (6 marks)** **Compares the big messages, i.e. opinions about Reconstruction.** **Level 4 (5 marks)** **Compares valid messages to explain why F is/is not surprising.** **Level 3 (3–4 marks)** **Uses purpose, contextual knowledge or cross-reference to explain why Source F is/is not surprising BUT no relevant use of Source E.** **Level 2 (2 marks)** **Compares/analyses the sources appropriately but fails to state whether Source F is surprising.** **Level 1 (1 mark)** **Assertions based on provenance – no valid use of what the sources say.** **Level 0 (0 marks)** **No creditable response.**	**8**	**Big messages** – E is supporting Reconstruction and claiming it is a success. F is criticising Reconstruction and claiming it has failed. **Valid messages** for Level 4 include: in both, the South is against Reconstruction; the South is represented in E while in F it is not, Reconstruction is succeeding in E, it is not in F. Must address issue of surprise in Levels 3-6. Otherwise, Level 2.

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Question	Answer	Marks	Guidance
1(e)	**Study <u>all</u> the sources.** **How far do these sources provide convincing evidence that white Southerners were to blame for the failure of Reconstruction? 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, D, 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**	Use a tick in the left – hand margin to indicate valid source use in support of the statement, and a cross to indicate source use not in support of the statement. Source use may be: a relevant quotation that is adequate by itself or an explanation of how part of the source does the job.

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Question	Answer	Marks	Guidance
	OPTION B: TWENTIETH CENTURY TOPIC		
2(a)	**Study Source A.** **What is the cartoonist's message? Explain your answer using details of the source and your knowledge.** **Level 5 (7 marks)** **Explains the cartoonist's point of view: explicit criticism of Germany.** **Level 4 (5–6 marks)** **Explains the big message.** With implied criticism = 6 marks No point of view = 5 marks **Level 3 (3–4 marks)** **Explains valid sub-messages** **OR** **Undeveloped/unexplained point of view.** (Can be implicit.) **Level 2 (2 marks)** **Misinterprets the cartoon.** **Level 1 (1 mark)** **Surface description of the cartoon.** **Level 0 (0 marks)** **No creditable response.**	**7**	**Cartoonist's point of view** – explicit criticism of Germany: no sympathy for Germany over reparations, it should pay because of the damage it did/because it would have demanded more if it had won **Big message** – (i) Germany was claiming it could not pay reparations/was complaining about reparations, but (ii) it would have demanded more OR it did much damage in the war. **Valid sub-messages include**: Germany was claiming the reparations were too much, Germany has been told to pay reparations, Germany did much damage in the war, Germany was upset by reparations, Germany would have asked for more if it had won. **Misinterpretations include**: Germany could not afford reparations, Germany was being treated unfairly.

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Question	Answer	Marks	Guidance
2(b)	**Study Sources B and C.** **Does Source B make Source C surprising? Explain your answer using details of the sources and your knowledge.** **Level 6 (7–8 marks)** **Compares the messages and evaluates at least one of the sources to determine not surprised.** **Level 5 (5–6 marks)** **Not surprised: Compares the messages and explains why not surprised. No valid evaluation.** **Level 4 (4 marks)** **Surprised: Compares valid messages (no point of view).** **Level 3 (3 marks)** **Uses purpose or cross reference to explain why C is surprising/not surprising but no relevant use of B.** **Level 2 (2 marks)** **Compares/analyses the sources appropriately but fails to state whether C is surprising** **OR** **Identifies what is/is not surprising, but no explanation.** **Level 1 (1 mark)** **Assertions based on provenance – fails to make relevant use of content of sources.** **Level 0 (0 marks)** **No creditable response.**	**8**	**Messages** – B is critical of the Treaty because it is unfair and will do enormous damage to Germany/ the German people; C defends the Treaty as fair because of the damage that Germany caused. Must address the issue of surprise in Levels 3–6. Otherwise, Level 2. **Evaluation** can include considering purpose in context or using cross reference to support surprise/no surprise

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Question	Answer	Marks	Guidance
2(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 (8 marks)** **Answers that compare the points of view of the two cartoons, with support.** Unsupported = L5/6. **Level 5 (6–7 marks)** **Answers that compare valid messages of the cartoons without getting to points of view.** **Level 4 (4–5 marks)** **Answers that explain the message of one cartoon or explain both cartoons but no valid comparison.** **Level 3 (3 marks)** **L4/L5 messages unexplained/undeveloped.** **Level 2 (2 marks)** **Answers that compare the subject matter of the cartoons** (no valid interpretation) **OR** **Answers based on misinterpretation of the sources** (no valid interpretation) **OR** **Answers based on comparing the provenance of the sources.** **Level 1 (1 mark)** **Answers that compare surface details.** **Level 0 (0 marks)** **No creditable response.**	**8**	**Points of view** – D is criticising France for weakening Germany through the Treaty; E is supporting Germany's punishment by the Treaty. DO NOT allow: both sources criticising the Allies. **Valid messages** include: D – Germany is treated harshly by the Treaty, France wants to weaken Germany; E - Germany dislikes the terms of Treaty, the terms are harsh, Germany complains about the Treaty, Germany has to pay reparations, the Allies had no sympathy for Germany. **Note:** L4/L5 messages must be explained using the sources, otherwise Level 3.

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Question	Answer	Marks	Guidance
2(d)	**Study Source F.** **Why did Hitler make this speech at that time? Explain your answer using details of the source and your knowledge.** **Level 6 (7–8 marks)** **As L4/L5 plus context of 1923 as reason for the speech.** 7 marks for L4 + context 8 marks for L5 + context **Level 5 (5–6 marks)** **Explains the message OR intended impact on Versailles AND Weimar as the reason for the speech.** **Level 4 (4 marks)** **Explains the message OR intended impact on either Versailles OR Weimar as the reason for the speech** **Level 3 (3 marks)** **Explains sub-message(s) as reason for the speech** **OR** **Reasons based on context** **OR** **Reasons based on unexplained impact on audience.** **Level 2 (2 marks)** **Explains big message, sub-messages or context but not used as reason for the speech.** **Level 1 (1 mark)** **Paraphrases/repeats parts of source.** **Level 0 (0 marks)** **No creditable response.**	**8**	**Note:** In Levels 3-6 the answers must use the explanation/analysis as a reason for the speech. Otherwise, Level 2. **Purpose** (intended impact) – e.g. to persuade people to support the Nazi Party or support a Nazi uprising against Versailles/Weimar. DO NOT allow Munich Putsch (which was in November). **Context** for L6 must be specific to 1923, i.e. hyperinflation, the occupation of the Ruhr, which started in January. (More general context allowable in L3.) **Messages** – (i) the Treaty should be destroyed, (ii) the Weimar Republic is useless. (Allow anything that relates to these ideas.) **Sub-messages** – other points in the source that are not about the Treaty or Weimar (e.g. foreign policy).

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Question	Answer	Marks	Guidance
2(e)	**Study <u>all</u> the sources.** **How far do these sources provide convincing evidence that the Germans were justified in criticising the Treaty of Versailles? 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, 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 (1mark)** **Writes about the topic but no use of sources.** **Level 0 (0 marks)** **No creditable response.**	**9**	Use a tick in the left – hand margin to indicate valid source use in support of the statement, and a cross to indicate source use not in support of the statement. Source use may be: a relevant quotation that is adequate by itself or an explanation of how part of the source does the job.

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