CAMBRIDGE
International Education

Cambridge IGCSE™ (9–1)

HISTORY **0977/22**

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.

This document consists of **17** printed pages.

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[Turn over

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
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

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Annotation	Meaning
L5	Level 5 response
L6	Level 6 response
L7	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
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 Source A.** **Why was Source A published in February 1866? Explain your answer using details of the source and your knowledge.** **Level 7 (7 marks)** **Contextual explanation of intended impact on audience.** **Level 6 (6 marks)** **Contextual explanation of the big message of the source and uses this as reason for publication.** **Level 5 (5 marks)** **Explanation of the context of 1866 used as reason for publication.** **Level 4 (4 marks)** **Explanation of intended impact on audience or of big message (not in context of 1866) as reason for publication.** **Level 3 (3 marks)** **Explanation of valid sub-messages as reason for publication.** **Level 2 (2 marks)** **Explanation of intended impact/big or sub-messages but not used as reason for publication.** **Level 1 (1 mark)** **Paraphrases/repeats parts of the source.** **Level 0 (0 marks)** **No creditable response.**	**7**	**Note:** In Levels 3–7, the answers must use the explanation as a reason for publication. **Level 7** answers require a valid message, context and intended impact. **Purpose** (intended impact) – to persuade members of Congress/Johnson/the public to support the Bureau. **Context** – needs to be the opposition of President Johnson to the Bureau. **Big message** – the Bureau has been a success in helping black Americans **and** preventing them from causing trouble. **Sub-messages** – e.g. the Bureau has helped black Americans, it has been a success, it has kept the peace between different classes, it has stopped black Americans from turning to crime.

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Question	Answer	Marks	Guidance
1(b)	**Study Sources B and C.** **How similar are these two sources? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Explains that B is against the Bureau existing while C is disappointed it is not working properly** **OR** **Explains that they both criticise the Bureau but for different reasons – must explain the reasons.** **Level 5 (7 marks)** **Explains how they are both criticising the Bureau.** **Level 4 (5–6 marks)** **Compares valid agreement/disagreement but falls short of explicit criticism.** **Level 3 (3–4 marks)** **Understands the point(s) the source(s) are making about the Bureau but no comparison. They might cover both sources.** Supported = 4, not supported = 3. **Level 2 (2 marks)** **Explains how the provenance of the two sources differs** **OR** **Explains they are both about the Bureau.** **Level 1 (1 mark)** **Assertions about the sources.** **Level 0 (0 marks)** **No creditable response.**	**8**	In Level 5 the criticism needs to be explicit. Answers in Levels 4–6 must be supported, otherwise Level 3.

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Question	Answer	Marks	Guidance
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) of the sources and evaluates at least one of them.** **Level 5 (7 marks)** **Compares the big messages (points of view) of the sources – supported.** **Level 4 (6 marks)** **Contextual explanation of why E is/is not surprising but no comparison with D** **OR** **Compares sub-messages and evaluates one source.** **Level 3 (4–5 marks)** **Compares sub-messages of the sources – supported** Included here are answers that do not have explicit criticism or compare what E says about the report with the report (D). **Level 2 (2–3 marks)** **Compares and explains the sources appropriately but fails to state whether E is surprising** **OR** **Answers based on general comparisons of sources (no support)** **OR** **Makes assertions based on provenance only** **OR** **Comparisons based on misreadings of E.**	**8**	**Note:** Answers must address the issue of surprise in Levels 3–6. Otherwise, place in Level 2. **Big messages** (points of views) – D criticism – the Bureau is not working/is doing harm, E – praise – it is doing a good job. **Sub-messages** – e.g. both state the Steedman and Fullerton report is critical of the Bureau, both recognise the Bureau can be effective, D accepts the report, E dismisses it. **Note:** in Levels 4–6 messages must have some support from the sources, otherwise L3, 4 marks.

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Question	Answer	Marks	Guidance
1(c)	**Level 1 (1 mark)** **Surface comparison of the sources.** Comparison of details. **Level 0 (0 marks)** **No creditable response.**		

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Question	Answer	Marks	Guidance
1(d)	**Study Sources F and G.** **How far do these two sources agree? Explain your answer using details of the sources and your knowledge.** **Level 5 (8 marks)** **Explains the points of view of the cartoonists.** (Must be explicit.) **Level 4 (6–7 marks)** **Explains the different big messages about the Bureau** - without getting to the points of view of the cartoonists. **Level 3 (4–5 marks)** **Explains big message or point of view of one or both but no valid comparison.** **Level 2 (2–3 marks)** **Sub-messages – compares them.** e.g. the freedmen in F are much happier than those in G = 3 marks, no comparison = 2 marks. **Level 1 (1 mark)** **Misinterprets one or both sources** **OR Compares surface details** **OR Compares the provenance of the sources.** **Level 0 (0 marks)** **No creditable response.**	**8**	**In Level 5** candidates explain that the **cartoonist of F is against/criticising the Bureau** e.g. because he shows it allowed freedmen to be lazy, while the **cartoonist of G is in favour of/praising the Bureau** e.g. because he shows it to be important in preventing violence between Southerners and freedmen. Answers must be supported. **In Level 4** candidates explain e.g. that in F the Bureau is bad – allowing freedmen to be lazy, while in G it is good – being useful. Answers must be supported. **Note:** Big messages in Levels 3 and 4 may well have implicit criticism. Unsupported Level 4 and 5 answers go into Level 3.

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Question	Answer	Marks	Guidance
1(e)	**Study all the sources.** **How far do these sources provide convincing evidence that criticisms of the Freedmen's Bureau were valid? 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, F Not supporting: A, D, E, 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**	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 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. Source A is critical of the Treaty, Source B is both critical and supportive. Must be supported by examples. **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** **OR** **Explains that they are about the same topic.** **Level 1 (1 mark)** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	**7**	**Agreements** include: Germany not included in the peace talks; reparations were too high; it was unfair to blame Germany for the war; frontiers were re-drawn; Germany disliked the Treaty; both critical of Treaty (this one must be supported). **Disagreements** include: A claims the Treaty did not reflect Wilson's ideas, B says it did; A says re-drawing of frontiers was clumsy, B says frontiers were satisfactory/self-determination (or Wilson against frontier changes in A but supportive in B); A says changes to Germany's eastern frontiers/revival of Poland was most hated, B says it was the War Guilt Clause; Clemenceau was successful in A but failed in B; the Treaty was not fair/no good in A, but a success in B. **Note:** Do not allow – they both state there were reparations, there was a war guilt clause.

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Question	Answer	Marks	Guidance
2(b)	**Study Sources C and D.** **How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.** **Level 5 (7–8 marks)** **Compares points of view of the sources.** Must be supported, otherwise place in Level 4. **Level 4 (5–6 marks)** **Compares valid messages of the cartoons without getting to the points of view of the sources.** Need to be about reparations. Unsupported answers go in L3. **Level 3 (3–4 marks)** **Explains message/point of view of one of the sources** **OR** **Interprets both sources – but no valid comparison** **OR** **Compares sub-messages not related to reparations** e.g. Germany strong in C, weak in D. **Level 2 (2 marks)** **Compares the provenance of the sources** **OR** **Compares the subject matter of the sources.** **Level 1 (1 mark)** **Compares surface details** **OR** **Misinterprets one or both sources.** **Level 0 (0 marks)** **No creditable response.**	**8**	**Points of view** e.g. C **supports** the reparations and thinks it is ridiculous to say Germany cannot pay them, it can easily; D is **against** the reparations and thinks they are too high and it will be very difficult for Germany to pay them. **Valid messages** e.g. C says Germany can pay the reparations, D says it cannot; C says the reparations are not too high, D says they are; Germany has no intention of paying in both, Germany will get away without paying. **Do not allow** C is against reparations or D is supporting them. Candidates can explore the attitude of the German in D, but the message of the cartoon must not be changed. Candidates can interpret the figure with the umbrella as Wilson or USA in C.

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Question	Answer	Marks	Guidance
2(c)	**Study Sources E and F.** **How far does Source E prove that Lamont in Source F was wrong? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Compares overall points of view about Treaty/reparations and evaluates at least one of the sources.** Evaluation can be in terms of purpose or using contextual knowledge/cross reference. The evaluation needs to contribute to answering the question. **Level 5 (6–7 marks)** **Compares the points of view about Treaty or reparations and uses the differences as reason why F was wrong** **OR** **Compares sub-messages and evaluates one source.** **Level 4 (5 marks)** **Compares sub-messages.** **Level 3 (3–4 marks)** **Uses purpose, contextual knowledge or cross-reference to explain why F was wrong/not wrong but no relevant use of E.** **Level 2 (2 marks)** **Compares/analyses the sources appropriately but fails to state whether F was wrong.** **Level 1 (1 mark)** **Assertions based on provenance – no valid use of what the sources say.** **Level 0 (0 marks)** **No creditable response.**	**8**	**Overall points of view** – these will be related to the idea that the sources are saying the Treaty/ reparations were unfair (E), and fair (F) – e.g. (E) the peace terms are too harsh/not fair and will do enormous harm to Germany; (F) the peace terms are fair and Germany has the resources to pay reparations. **Must be supported from the sources.** **For points of view,** think in terms of judgements and focus on the authors. **Sub-messages** are more likely to be about e.g. the state of German industry and will not include a valid judgement. **Note: Unsupported L6 answers = L5. Unsupported L4/5 answers = L3.**

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Question	Answer	Marks	Guidance
2(d)	**Study Source G.** **Is Source G surprising? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Uses Nicolson's possible purpose in context to express lack of surprise about Big Message** **OR** **Uses rise of Hitler (1933) as reason for not being surprised because it shows Treaty was a mistake.** **Level 5 (7 marks)** **Uses cross reference or contextual knowledge to explain not surprised about Big Message.** **Level 4 (5–6 marks)** **Uses cross reference or contextual knowledge to explain surprised about Big Message.** **Level 3 (3–4 marks)** **Uses cross reference or contextual knowledge to explain surprise OR lack of surprise of sub-messages of Source G** **OR** **Answers internal to Source G** (Nicolson contradicts himself with example or identifies that Nicolson is criticising himself) **OR** **Answers based on everyday empathy.** **Level 2 (2 marks)** **Analyses Source G but fails to state whether surprising.** **Level 1 (1 mark)** **Identifies parts of Source G that are/are not surprising but no explanation.**	**8**	**Note:** Answers in Levels 4–6 must be based on the **Big Message of G** that the Treaty was a disastrous mistake/bad or similar view. **Sub-messages** (Level 3) include use of points of detail in G that do not get as far as the overall big message, e.g. the peace was imperialistic, the peace was vindictive, the British hoped to follow Wilson's aims, German criticism was fair. These might imply that the peace was a mistake/wrong, but this must be clearly spelled out for Levels 4–6. Candidates need to make clear what it is in G that they are testing (mention of 'neither just nor wise' helps).

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Question	Answer	Marks	Guidance
2(d)	**Level 0 (0 marks)** **No creditable response.**		

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Question	Answer	Marks	Guidance
2(e)	**Study all the sources.** **How far do these sources provide convincing evidence that the Germans were justified in their view that the Treaty of Versailles was unfair? 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, D, E, G Not supporting: B, 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**	Use a tick in the left-hand margin to indicate valid source use in support of the hypothesis, and a cross to indicate source use against the hypothesis. Source use may be: a relevant quotation that is adequate by itself or an explanation of how part of the source does the job. Candidates must test the statement in the question ('the Germans were justified in their view that the Treaty of Versailles was unfair'), and not a different one (such as 'the Treaty was unfair'). Using the sources but not testing the statement in the question = L2.

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