

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Ordinary Level

MARK SCHEME for the May/June 2015 series

2134 HISTORY (MODERN WORLD AFFAIRS)

2134/02

Paper 2 (International Relations and Developments),
maximum raw mark 40

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2015 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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Notes

- The full mark range will be used as a matter of course. Marks must not be deducted for inaccurate or irrelevant material. Half-marks will not be used.
- Levels of response criteria are used for questions where a hierarchy of answers is possible. Each answer is to be placed in the level that best reflects its qualities. It is not necessary to work through the levels.
- In all levels, provisionally award the highest mark and then moderate according to the qualities of the individual answer.
- Arguments need to be supported with evidence. Lots of facts/dates are not required.
- No set answer is looked for to any question. The examples given in the mark scheme are indicative only and are not intended to be exhaustive or prescriptive. They are given only as examples of some responses/approaches that may be seen by an examiner.

1 What can we learn from the source about the signing of the Treaty of Versailles in 1919?[6]

Level 0: No response or response does not answer the question. [0]

Level 1: Uses surface features of the picture only. [1–2]
e.g. Signed in a room of mirrors. Lots of people present in the room. Sitting at the table with people looking on. Some are wearing uniforms.

Level 2: Makes inference without support. [3–4]
e.g. An agreement was reached. People are relaxed. Dominant role of some people is shown. Some co-operation took place. The leaders are powerful.

Level 3: Inference about signing of Treaty with support from the picture [5–6]
e.g. Woodrow Wilson/Lloyd George/Clemenceau present at the signing so it was important. The Big Three dominated the Treaty because they were in the centre. Lot of officials indicate it was well supported. Lot of people look relaxed so the signing pleased them. The Treaty had support from the military.

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2 How similar are these two sources? [7]

Level 0: No response or response does not answer the question. [0]

Level 1: Writes about the sources but no comparisons or comparisons based on source type. [1–2]

e.g. President Wilson wanted world peace. Clemenceau believed in France.

Level 2: False matching: Identifies content that is in one source but not the other. [3]

e.g. France needed to be protected but it doesn't mention this in Source B.

Level 3: Compares the sources for agreement or disagreement [4–5]

e.g. They agree because in Source B it says that France could only be protected using power and in Source C it states that the French wanted war – both are what is best for France.

OR

They disagree because Source C says that France wanted peace but in Source B Clemenceau said France must be protected against German aggression once and for all, inferring war.

Level 4: Compares the sources for agreement and disagreement. [6–7]

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3 Why was this cartoon published in May 1919? [7]

Level 0: No response or response does not answer the question. [0]

Level 1: Answers that use surface features of the cartoon. [1–2]
e.g. cannon fodder, peace treaty, different leaders.

Level 2: Context only [3]
Tells us about the Treaty of Versailles.

Level 3: Message [4]
e.g. the Treaty is too harsh.

Level 4: Purpose [5]
e.g. To influence the peacemakers by criticising the Treaty

Level 5: Purpose of the cartoon with reference to the cartoon. [6]
The child is crying, class of 1940, Clemenceau looks puzzled.

Level 6: Purpose of the cartoon explained in context. [7]
e.g. To influence the peacemakers to revise their terms because the cartoon was drawn before the final signing as it was very harsh.

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- 4 How surprised are you by what this source says?** [8]
- Level 0: No response or response does not answer the question.** [0]
- Level 1: Answers which fail to express surprise or lack of surprise.** [1]
e.g. Lloyd George wrote this, having attended Cabinet meetings regularly.
- Level 2: Identifies what is surprising/not surprising but without explanation.** [2]
e.g. Surprising he wanted lenient treatment of Germany.
- Level 3: Surprising/not surprising with common sense reasoning.** [3]
i.e. A valid explanation but not using contextual knowledge or other sources.
e.g. I thought he was against Germany.
- Level 4: Surprising/not surprising based on cross reference to other sources.** [4–5]
e.g. It is surprising because in Source D Lloyd George is part of the beating of Germany or
not surprising because in Source D Lloyd George is hanging back.
- Level 5: Surprise or lack of surprise about the treatment of Germany supported by cross-reference to contextual knowledge.** [6–7]
e.g. Surprised because Lloyd George agreed to a really harsh settlement and used anti-German propaganda in his election campaign.
Not surprised because Lloyd George in private actually told Wilson that Communism was a greater threat than Germany and Germany shouldn't be harshly treated.
- Level 6: Both aspects of level 5.** [8]

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- 5 'The peacemakers wanted to create a fair peace for Germany.' How far do these sources support this judgement? [12]**

Level 0: No response or response does not answer the question. [0]

Level 1: Writes about long lasting peace in Europe but without reference to the sources or uses sources without valid explanation. [1–3]

Level 2: Use of source content at face value to support or question the judgement. [4–6]
e.g. Source A supports a fair peace because the big three look relaxed and happy to sign the Treaty of Versailles. Source C talks about the aims of Woodrow Wilson for peace and even the French may have wanted long lasting peace. Source E wanted a just peace.

Level 3: Use of source content at face value to support and question the judgement. [7–9]
e.g. As Level 2 plus: Source D shows that the peacemakers were aiming to keep Germany down and Source B tells us that the French were concerned about keeping Germany weak, and France safe. Source E shows that Lloyd George seems to be more concerned about the Bolshevik threat.

Up to three additional marks will be available for developed evaluation of the sources.