



Cambridge International Examinations
Cambridge Ordinary Level

HISTORY (MODERN WORLD AFFAIRS)

2134/02

Paper 2 International Relations and Developments

October/November 2016

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.

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This document consists of **5** printed pages.

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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.

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The Treaty of Versailles

- 1 Study Source A. What can you learn from the cartoon about the Treaty? Use details from the source to explain your answer.** [6]
- Level 0: No response or response does not answer the question** [0]
- Level 1: Uses surface features of the cartoon only** [1–2]
e.g. There is a horse and cart with wording.
- Level 2: Makes inference without support** [3–4]
e.g. The treaty is unfair.
The treaty is harsh.
The treaty is punishing/punitive.
- Level 3: Inference about impact with support from the source** [5–6]
e.g. Unfair shown as an exhausted horse.
Punitive as it has unlimited indemnity.
Harsh because of the whip.
- 2 Study Sources B and C. How similar are Sources B and C? Explain your answer.** [8]
- Level 0: No response or response does not answer the question** [0]
- Level 1: Writes about the sources but no valid similarities or similarity based on source type** [1–2]
e.g. Source B is a newspaper and Source C is from a person.
- Level 2: False matching: identifies content that is in one source but not the other** [3]
e.g. Source C talks about deeds but this isn't mentioned in Source B.
- Level 3: Compares the sources for similarity or non-similarity of detail** [4]
e.g. They are similar because in Source C it says that they are 'terrible terms' while in Source B it states that the conditions are 'undeniably severe.'
OR
They are not similar because Source C says Germany can 'restore, repair and redress' but in Source B it recognises Germany's 'inability to pay and make good the loss and damage.'
- Level 4: Compares the sources for similarity and non-similarity of detail** [5]
- Level 5: Compares the sources for similarity or non-similarity of opinion with support from the sources** [6–7]
They are both of the opinion that the Treaty was justified.
They differ on whether it was fair.
- Level 6: Compares the sources for similarity and non-similarity of opinion with support from the sources** [8]

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- 3 Study Source D. How trustworthy is this source? Explain your answer. [7]**
- Level 0: No response or response does not answer the question [0]**
- Level 1: Answer which writes about the source [1]**
- Level 2: Unsupported assertions/undeveloped provenance or identifies things in the source that they do/do not trust, but no explanation [2]**
 e.g. armed to the teeth not trustworthy.
 He is a German.
- Level 3: Everyday/common sense reasons for trust/not trusted [3–4]**
 e.g. He is a minister after all so he should know.
 He was at the treaty discussions but he left early.
 i.e. valid reasons which fall short of what is required in higher levels
- Level 4: Evaluation of D based on specific cross reference to other sources/contextual knowledge or on language/tone of source [5–6]**
 e.g. refer to B about defence and the military naval conditions.
 Refer to E re unlimited indemnity.
 e.g. blind hatred/senseless fury being emotive.
- Level 5: Evaluation of D based on both cross reference and contextual knowledge [7]**
 e.g. Source B says it 'may not seem so fair.'
 Events after the treaty show it was not fair and during the Peace talks Germany was excluded.
- 4 Study Source E. What is the message of the source? Explain your answer [7]**
- Level 0: No response or response does not answer the question [0]**
- Level 1: Answer which describes cartoon [1]**
 e.g. There is a man in a uniform.
- Level 2: Misinterpretation of cartoon [2–3]**
 e.g. The treaty is unfair.
- Level 3: Sub-message [4]**
 e.g. Germany is not happy with the treaty and has been complaining.
- Level 4: Main message [5]**
 The treaty is fair.
- Level 5: Main message with contextual support [6–7]**
 The Allies were fair/not harsh, Germany would have imposed worse conditions, for example, Treaty of Brest Litovsk. The Germans exacted a terrible price from the Russians.

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- 5 Use all the sources. ‘The Treaty was unfair to Germany.’ How far do the sources support this judgement? Explain your answer. [12]**

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

Level 1: Writes about treaty but not about the sources or uses sources without valid explanation [1–3]

e.g. repeats parts of the sources.

Level 2: Use of source content at face value to support or question the judgement [4–6]

e.g. Yes –

Source A Germany as represented by the horse is exhausted and has unlimited indemnity.

Source B Germany is unable to pay for the loss and damage.

Source C Lloyd George in the source says how terrible it was.

Source D Scheidemann says it was unfair.

Level 3: Use of source content at face value to support and question the judgement [7–9]

e.g. As Level 2 plus:

No, in Source E the cartoon’s message is that it is fair.

Source B not too severe for the rest of the world’s safety.

Source C It is just a precaution to stop Germany or any country trying this.

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