



Cambridge International Examinations
Cambridge Ordinary Level

HISTORY (MODERN WORLD AFFAIRS)

2134/02

Paper 2 International Relations and Developments

May/June 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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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 Impact of the Treaty of Versailles on Germany, 1919–1923

- 1 Study Source A. What is the message of the cartoon? Use details from the source to explain your answer.** [6]
- Level 0: No response or response does not answer the question** [0]
- Level 1: Answer which describes the cartoon** [1–2]
e.g. There are three men, someone is in the water.
- Level 2: Misinterpretation of cartoon** [3]
e.g. Germany is drowning.
- Level 3: Sub-message** [4]
e.g. Germany is not suffering.
- Level 4: Main message** [5–6]
e.g. Germany is being deceitful and trying to trick GB and France.
- 2 Study Sources B and C. How similar are these two sources? Use details from the sources to explain your answer.** [7]
- Level 0: No response or response does not answer the question** [0]
- Level 1: Writes about the sources but no valid similarities or similarity/non-similarity based on source type** [1–2]
e.g. Source B is secondary and C is from a person.
- Level 2: False matching identifies content that is in one source but not the other** [3]
e.g. C talks about feeding the population but it doesn't mention this in Source B.
- Level 3: Compares the sources for similarity or non-similarity with support from the sources** [4–5]
e.g. They are not similar because in Source B it says that democracy is failing while in Source C it states that the people have not been asked about the Government.
- Level 4: Compares the sources for similarity and differences with support from the sources** [6]
Both sources are similar in that Germany is having some interference because it is being controlled by foreign powers.
- Level 5: Compares the sources for authors' opinions** [7]
They are not similar because in Source C, Hitler says the problem is more the President 'who is rejected' and the government but in Source B the Marxist puts blame on the 'victorious foreign powers' for German problems.

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- 3 Study Source D. How far do you trust this source? Explain your answer. [7]**
- Level 0: No evidence submitted or response does not address the question [0]**
- Level 1: Writes about the source, does not address trust [1]**
- Level 2: Unsupported assertions/undeveloped use of provenance OR identifies things in the source that they do/do not trust, but no explanation [2]**
e.g. Don't trust comments like 'full of wealth'.
- Level 3: Everyday/common sense reasons for trust/not trust [3–4]**
e.g. He is not an expert, he is a businessman, he was in Germany.
i.e. valid reasons which fall short of what is required in higher levels.
- Level 4: Trust/do not trust based on evaluation of D using specific cross reference to other sources or contextual knowledge [5–6]**
e.g. Ref to C where it shows 'districts which were lost' or date before hyperinflation.
- Level 5: Trust/do not trust from evaluation of D based on language/mocking tone [7]**
e.g. Germans have no sense of humour.
- 4 Study Source E. Why was this poster published in 1923? Explain your answer. [8]**
- Level 0: No response or response does not answer the question [0]**
- Level 1: Answer which describes poster/no reasons [1]**
e.g. There is a man with a pick axe.
- Level 2: Context [2]**
e.g. Reason based on the invasion of the Ruhr.
- Level 3: To get a message across to the general public [3–5]**
e.g. Stay calm, carry on, stand up for themselves.
- Level 4: Purpose [6–7]**
e.g. To encourage German workers to passively resist the French.
- Level 5: Message and/or purpose in context [8]**
e.g. Germans will defy the Treaty of Versailles, they won't pay reparations.

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5 Use all the sources. ‘The Treaty of Versailles was very bad for Germany.’ How far do these 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]

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

e.g. Yes –

Source A Germany is drowning,

Source B German democracy had no hope,

Source C Hitler talks about lost districts,

Source E French are in the Ruhr.

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

e.g. As Level 2 plus:

Source A Germany is trying it on,

Source B Germany still has the Reich,

Source D Germany seems to be thriving,

Source E Worker looks determined and he has a job.

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