



HISTORY (MODERN WORLD AFFAIRS)

2134/02

Paper 2 International Relations and Developments

May/June 2017

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 **7** printed pages.

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.

The Nazi–Soviet Pact

Question	Answer	Marks
1	Study Source A. What can we learn from the cartoon about the Nazi-Soviet Pact? Use details from the source to explain your answer.	6
	Level 0: No response or response does not address the question	0
	Level 1: Describes the cartoon e.g. A fox and a bear are in bed.	1–2
	Level 2: Makes inference without support e.g. An agreement was made. A surprising event took place.	3–4
	Level 3: Inference about Nazi-Soviet Pact with support from the cartoon e.g. The bed shows that the two countries are in league. Poland, the little girl, is surprised by the two countries being so close, showing an agreement has been reached.	5–6

Question	Answer	Marks
2	Study Sources B and C. Do these two sources prove that Hitler changed his mind in 1939? Explain your answer.	8
	Level 0: No response or response does not address the question	0
	Level 1: Writes about the sources e.g. Source B tells us what Hitler said to his officers. Source C tells us what Hitler said to the League of Nations.	1
	Level 2: Compares the sources for changed mind or not with similarity of detail e.g. Source C shows us that he still has the West in mind. Source B shows us that Russia is still of concern.	2–3
	Level 3: Compares the sources for changed mind and not with similarity of detail e.g. Changed his mind because now the Russians are the enemy.	4–5
	Level 4: L2 or L3 plus makes decision (yes or no) based on contextual knowledge	6–7
	Level 5: Hitler's purpose in saying these things Yes or No. Shows awareness of negotiations in the intervening months and Hitler's real intentions.	8

Question	Answer	Marks
3	Study Source D. How trustworthy is 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 but does not address trust	1
	Level 2: Unsupported assertions/undeveloped use of provenance or identifies things in the source that they do not trust but no explanation e.g. Don't trust comments like 'in the interests of all peoples and of world peace'.	2
	Level 3: Everyday/common sense reasons for trust/not trust i.e. valid reasons which fall short of what is required in higher levels e.g. He is a Russian and works for Stalin.	3
	Level 4: Uses contextual knowledge to show Molotov is telling the truth e.g. There were negotiations with the West which were unsuccessful due to suspicions around Communists in the 1930s.	4
	Level 5: Evaluation based on contextual knowledge and source content re: claim of interests of all peoples and of world peace.	5
	Level 6: Evaluation of D based on Molotov's motives to this audience e.g. He is trying to present an explanation for the Pact to the Supreme Soviet, so he is telling the truth.	6-7

Question	Answer	Marks
4	Study Source E. Why was this cartoon published in 1940? Explain your answer.	7
	Level 0: No response or response does not address the question	0
	Level 1: Answer which describes the cartoon e.g. A Russian train.	1
	Level 2: Context e.g. Because of the Nazi Soviet Pact.	2
	Level 3: Message e.g. To show how Germany is not being helped by Russia; Russia is making fun of Germany.	3–4
	Level 4: Purpose e.g. To tell British people not to be worried, give reassurance, feel safe, boost British morale.	5–6
	Level 5: Message or purpose in context of date e.g. 1940 key year for British morale because of setbacks during 1940; Dunkirk, to boost morale because war is on; just had Battle of Britain, etc.	7

Question	Answer	Marks
5	<p>Use <u>all</u> the sources. 'Germany always intended to go to war with Russia.' How far do these sources support this judgement? Explain your answer.</p>	12
	<p>Level 0: No response or response does not address the question</p>	0
	<p>Level 1: Writes about the question but not about the sources or uses sources without valid explanation</p>	1–3
	<p>Level 2: Use of source content at face value to support or question the judgement</p> <p>e.g. Yes, Source B: Hitler says Poland is a weak barrier against Russia. Source C: Hitler says in August everything is directed against the Russians. Source D: Molotov signs the Pact for peace to eliminate danger of war with Germany so must be worried about Hitler's intentions. Source E: shows the mock friendship with only portraits in the trucks.</p>	4–6
	<p>Level 3: Use of source content at face value to support and question the judgement</p> <p>e.g. As Level 2 plus: Source A: Fox is after Poland (the little girl) rather than Russia. Source B: Germany looking for economic relationship with Russia.</p>	7–9
	<p>Up to three additional marks will be available for developed evaluation of the sources</p>	10–12