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**HISTORY (MODERN WORLD AFFAIRS)****2134/02**

Paper 2 International Relations and Developments

**October/November 2017**

MARK SCHEME

Maximum Mark: 40

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**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.

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Question	Answer	Marks
1	<b>Study Source A. What can we learn from the source about Chamberlain’s meeting in Bad Godesberg with Hitler? Use details from the source to explain your answer.</b>	<b>6</b>
	<b>Level 0: No response or response does not answer the question</b>	<b>0</b>
	<b>Level 1: Describes the content of the source / writes about the topic</b> <i>e.g. Shows injured angels, Chamberlain was on steps large Nazi building.</i>	<b>1</b>
	<b>Level 2: Inferences based on misinterpretation of the cartoon</b> <i>e.g. The meeting obviously went well as Chamberlain has come away with concessions.</i>	<b>2</b>
	<b>Level 3: Makes inferences without support</b> <i>e.g. The meeting was not a success / was unhelpful. Chamberlain was miserable after the meeting. The Nazis had the upper hand.</i>	<b>3–4</b>
	<b>Level 4: Makes inferences supported by source details</b> <i>e.g. It looks as though Hitler has got the better of Chamberlain in the meeting. Chamberlain is carrying away an agreement in his brief case saying ‘concessions’ which means he has had to give in to Hitler and he looks downcast. Clearly things have not gone well for him.</i> <i>e.g. The angels of peace and reason look injured and dejected so there will be more deaths. Reason is looking dejected so the meeting was not good.</i>	<b>5–6</b>

Question	Answer	Marks
2	<b>Study Sources B and C. How similar are these two sources? Explain your answer.</b>	<b>7</b>
	<b>Level 0: No response or response does not answer the question</b>	<b>0</b>
	<b>Level 1: Writes about the sources but no valid comparison</b>  <i>e.g. Source B tells us about Chamberlain's views. Source C is the view of a newspaper.</i>	<b>1</b>
	<b>Level 2: Undeveloped provenance or not matching information</b>  <i>e.g. Both of these sources are British. One of the sources is from a politician and the other is from a newspaper.</i>  <i>e.g. Source B says the empire is in danger, but C doesn't mention it.</i>	<b>2</b>
	<b>Level 3: Compares sources for similarities or differences</b>  <i>e.g. The sources are similar because there is an agreement that guarantees some protection for Czechoslovakia. There is a quarrel between Germany and Czechoslovakia.</i>  <b>OR</b>  <i>e.g. The sources disagree because Chamberlain thinks his policy will succeed but in C the newspaper thinks Hitler will advance again.</i>	<b>3–4</b>
	<b>Level 4: Compares the sources for agreement and disagreement</b>  <i>e.g. Both aspects of L3.</i>	<b>5–6</b>
	<b>Level 5: Compares the sources on their attitude towards appeasement</b>  <i>e.g. Sources B and C are not similar because they have a different attitude to what is happening. In Source B, Chamberlain thinks his policy should be given time to work. He still thinks that appeasement is the answer. However, in Source C the writer implies that appeasement will fail. Although there are guarantees, the writer questions whether the British and French will come to Czechoslovakia's aid.</i>	<b>7</b>

Question	Answer	Marks
3	<b>Study Source D. How useful is this source as evidence of the British reaction to appeasement? Explain your answer.</b>	7
	<b>Level 0: No response or response does not answer the question</b>	0
	<b>Level 1: Describes the content of the source without addressing useful / not useful</b>  <i>e.g. Chamberlain told Parliament about his work.</i>	1
	<b>Level 2: Useful or not useful based on common sense / nature of the source</b>  <i>e.g. It is useful as it was an historic moment and he was there.</i>  <i>e.g. It is useful because he wrote it in his diary and therefore it must be true.</i>	2
	<b>Level 3: Useful or not useful based on source content</b>  <i>e.g. The source is useful because it shows the reaction to Chamberlain setting up a meeting in Munich. All the political parties were present and they all reacted positively.</i>  <i>e.g. The source is not useful as it only shows the reaction of Parliament – this doesn't mean that everyone in Britain felt the same way about this policy.</i>	3–4
	<b>Level 4: Useful or not useful based on the tone of the source</b>  <i>e.g. Channon was obviously a supporter of Chamberlain. He was part of his government and was delighted because he thought that Chamberlain had found a way to avoid war. His tone is elated, and he sees Chamberlain as a hero, even though there is only a meeting promised.</i>	5
	<b>Level 5: Useful or not useful based on reliability by cross-reference to another source or specific contextual knowledge</b>  <i>e.g. This source is only partly useful. It shows how one member of Chamberlain's government reacted to news of the proposed Munich conference. I know that other members of the government, such as Winston Churchill, were not keen on appeasing Hitler.</i>  <i>e.g. This source isn't useful as it isn't a reliable indication of public reaction. The newspaper in Source C suggests a much more sceptical approach and recognises that war with Hitler is likely.</i>	6–7

Question	Answer	Marks
4	<b>Study Source E. Why was this cartoon published in 1939? Explain your answer.</b>	8
	<b>Level 0: No response or response does not answer the question</b>	0
	<b>Level 1: Answers which describe the cartoon or which don't give a reason for publication</b>	1
	<b>Level 2: Answers which give a reason but misinterpret the cartoon</b>  <i>e.g. The cartoon was published to show that the French and British are helping Russia.</i>	2
	<b>Level 3: Answers which give a reason based on the general context of relations between the powers in 1939</b>  <i>e.g. This was published at this time because Hitler had invaded Czechoslovakia and the British and French had done nothing to stop him.</i>	3
	<b>Level 4: Answers which give a reason based on the message of the cartoon</b>  (Award the higher mark for reasons which are supported from the cartoon)  <i>e.g. The cartoon was published to show that Germany was likely to invade the Soviet Union.</i>  <i>e.g. The cartoon was published to tell people the British and French were weak and have given in to Hitler.</i>	4–5
	<b>Level 5: Answers which give reasons based on the intended impact of the cartoon</b>  <i>e.g. The cartoon was published to warn Soviet citizens that they should be prepared for war.</i>  <i>e.g. The cartoon was published to condemn Britain and France for betraying Russia and to make people realise they are not worthy allies.</i>	6–7
	<b>Level 6: Answers which give reasons based on the message or purpose of the cartoon explained in the context of 1939</b>  <i>e.g. The cartoon was published to warn Soviet citizens that they should be prepared for war. Because Britain and France gave in to Hitler at Munich in 1938 he was able to invade Czechoslovakia in March 1939. The cartoon shows that an attack on Russia will be next and that this is the fault of Britain and France.</i>	8

Question	Answer	Marks
5	<b>Use <u>all</u> the sources. ‘Chamberlain’s foreign policy over Czechoslovakia failed.’ How far do these sources support this judgement? Explain your answer.</b>	12
	<b>Level 0: No response or response does not answer the question</b>	0
	<b>Level 1: Writes about the topic but without using the sources or writes about the sources without addressing the question</b>	1–3
	<b>Level 2: Uses source content at face value to support or challenge the judgement</b>  <i>e.g. Support:</i> <i>Source C: Troops are marching into Czechoslovakia which will face financial destruction. Britain and France will not come to its aid and so the policy has failed.</i> <i>Source E: The policy has clearly failed as the British and French are diverting Hitler’s attention to the Soviet Union in order to save themselves.</i>	4–6
	<b>Level 3: Use of source content at face value to support and challenge the judgement</b>  <i>e.g. Not support:</i> <i>Source B: Chamberlain says that his policy should be given time to succeed and so he clearly thinks it can still work.</i> <i>Source D: The source shows that the British parliament believes that the Munich meeting will save peace.</i>	7–9
	<b>Up to three additional marks will be available for developed evaluation of the sources</b>  Source use must be reference to a source by a letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports / does not support the statement.	10–12