



HISTORY (MODERN WORLD AFFAIRS)

2134/02

Paper 2 International Relations and Developments

May/June 2018

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 **8** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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.

Question	Answer	Marks
1	<p>Study Source A. how useful is this source to a historian studying the start of the Cold War? Explain your answer.</p> <p>Level 0: No response or does not answer the question. 0</p> <p>Level 1: Answer which writes about the source or topic, not addressing utility. 1 <i>e.g. This source is about containment.</i></p> <p>Level 2: Answer addressing utility based on undeveloped provenance / not valid explanation. 2 <i>e.g. The source is useful / not useful because it is by an American journalist.</i></p> <p>Level 3: Answer explaining useful / not useful based on content. 3–4 (What the source does or does not tell us about the Cold War.) <i>e.g. The source tells us about containment, and this would prove to be an expensive policy for the US.</i> <i>e.g. The source doesn't tell us about the reasons why the US started the containment policy.</i></p> <p>Level 4: Answer explaining useful / not useful based on developed provenance / tone / purpose. 5 <i>e.g. This source is useful because it gives us the opinion of a well-respected American who might be expected to support the policy of containment. However, he is telling us it will involve the US in unnecessary disputes and will not work. This is surprising as it suggests that that not all Americans supported the government's policy at the start of the Cold War and therefore it gives a useful insight into public opinion.</i></p> <p>Level 5: Answer which explains useful / not useful based on reliability. 6 (Must be through specific contextual reference or cross-reference to another source.) <i>e.g. This source is useful because it is reliable. If you compare this to Source B, Kennan shows that the USSR was to be feared and therefore the policy of trying to contain the USSR was the right one for the US to follow.</i></p>	6

Question	Answer	Marks
2	<p>Study Sources B and C. How similar are these two sources? Explain your answer.</p> <p>Level 0: No response or response does not answer the question. 0</p> <p>Level 1: Writes about the sources but not addressing similarities / differences. 1 <i>e.g. Source B says that the Russians are insecure.</i></p> <p>Level 2: Mismatching content / undeveloped provenance / both about the same thing. 2 <i>e.g. Both sources were written in 1946 by Western allies.</i></p> <p>Level 3: Similarities OR differences based on content. 3–5 (Can be sub-messages or details which match.)</p> <p>Similarities: <i>e.g. Russia is concerned about security</i> <i>e.g. The West is afraid of what the USSR is up to</i> <i>e.g. Russia is expansionist</i> <i>e.g. The USSR wants to cut itself off from the West</i> <i>e.g. The USSR is somehow underhand or secretive.</i></p> <p>Differences: <i>e.g. Source B suggests the Americans know what the Russians are up to, yet Source C says that nobody knows what they intend to do.</i> <i>e.g. Churchill suggests that the USSR has some justification for their security concerns while Source B suggests that is just their traditional mindset.</i> <i>e.g. Source B argues the USSR will destroy rivals. While Source C is worried about ‘menace’ and says the Russians admire strength, it doesn’t go as far.</i></p> <p>Level 4: Similarities AND differences based on content. 6 <i>e.g. Both aspects of L3.</i></p> <p>Level 5: Answer based on developed comparison and explanation of authors’ opinion. 7 <i>e.g. Kennan’s opinion is that the USSR is determined to destroy the US. Although Churchill is worried by the threat of ‘tyranny and war’, his tone is more moderate.</i></p>	7

Question	Answer	Marks
3	<p>Study Source D. How trustworthy is this source? Explain your answer.</p> <p>Level 0: No response or response does not answer the question. 0</p> <p>Level 1: Writes about the source but not addressing ‘trust’. 1 <i>e.g. The source tells us about Stalin.</i></p> <p>Level 2: Addresses trust with unsupported assertions OR identifies trust / not trust without explanation. 2 <i>e.g. This source is from a magazine.</i></p> <p>Level 3: Addresses trust / lack of trust based on provenance. 3 <i>e.g. This source is trustworthy because it is from an international magazine.</i></p> <p>Level 4: Addresses trust with evaluation of D based on contextual knowledge (must be specific). 4–5 <i>e.g. This source is trustworthy because some of what it says is true. Stalin did plan to take over Eastern Europe and had not allowed democratic elections to go ahead in Poland. However, he did this because he wanted the Eastern European states to become communist states under the control of Russia so that element of the source is not trustworthy.</i></p> <p>Level 5: Addresses trust with evaluation of D based on tone / purpose. 6 <i>e.g. The tone of the source makes it less trustworthy. It is uncritical using words like ‘bravely’ to describe Russia and ‘pathetic successor’ to describe Truman. These words are very judgemental.</i></p> <p>Level 6: Addresses trust with evaluation of D based on contextual knowledge AND tone / purpose. 7 <i>e.g. L4 and L5 combined.</i></p>	7

Question	Answer	Marks
4	<p>Study Source E. Why was this cartoon published in 1948? Explain your answer.</p> <p>Level 0: No response or response does not answer the question. 0</p> <p>Level 1: Answers which describe the contents of the cartoon. 1 <i>e.g. A bear has its arms around people. There are some flags.</i></p> <p>Level 2: Answers which interpret the cartoon or explain the context without a reason for publication. 2 <i>e.g. This was published when the Berlin blockade had just started.</i></p> <p>Level 3: Answers which give reasons based on message or context. 3–5 <i>e.g. The source was published to show that Russia was going to try to capture all of Berlin.</i> <i>e.g. The source was published because the Berlin blockade was going on at the time.</i></p> <p>Level 4: Answers which give reasons based on the message and specific context (the Berlin airlift). 6 <i>e.g. The source was published to show that the Russians were trying to tighten their control on Berlin but had not yet succeeded. The bear cannot stretch his arms right around Berlin and this signifies that the allies have a route to get aid to the people. This is because the Berlin airlift had started, and the allies hoped to defeat the blockade and liberate the people.</i></p> <p>Level 5: Answers which give reasons based on the purpose of the cartoon. 7 <i>e.g. The source was published so that the American people would support the policies of their government in trying to lift the Berlin Blockade.</i></p> <p>Level 6: Answers which give reasons based on the message and purpose in context. 8 <i>e.g. The source was published to show that the Russians were trying to tighten their control on Berlin but had not yet succeeded. The bear cannot stretch its arms right around Berlin and this signifies that the allies have a route to get aid to the people. This is because the Berlin airlift had started, and the allies hoped to defeat the blockade and liberate the people. By publishing the cartoon, the cartoonist hopes to show how serious the Soviet threat is and encourage people to support the US government's actions to stop it.</i></p>	8

Question	Answer	Marks
5	<p>Use <u>all</u> the sources. ‘The Russians were to blame for the Cold War’. How far do these sources support this judgement? Explain your answer.</p> <p>Level 0: No response or response does not answer the question. 0</p> <p>Level 1: Writes about the topic without using the sources or writes about the sources without answering the question. 1–3 <i>e.g. The Cold War broke out in the 1940s.</i></p> <p>Level 2: Uses sources to support OR challenge the judgement. 4–6 <i>e.g. Yes, Source B shows there can be no working relationship between the USA and the USSR, and that this is the fault of the USSR. Source C shows the Soviets are very dangerous and expansionist. In Source E, the Russian Bear is going to capture the whole of Berlin and this shows that they are the aggressive one and are therefore to blame.</i> <i>e.g. No, Source A shows it was the policy of containment (therefore the Americans) that started the Cold War. Source D shows that the Truman Doctrine was an attempt by the Americans to provoke Stalin.</i></p> <p>Level 3: Uses sources to support AND question the judgement. 7–9 <i>e.g. Both aspects of L2.</i></p> <p>Note: Up to three additional marks will be available for developed evaluation of the sources. 10–12</p> <p>Source use must be referenced 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.</p>	12