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**HISTORY (MODERN WORLD AFFAIRS)**

**2134/02**

Paper 2 International Relations and Developments

**May/June 2019**

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.

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.

**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.

Question	Answer	Marks
1	<p><b>Study Source A.</b></p> <p><b>What is the message of this cartoon? Explain your answer using details from the cartoon.</b></p> <hr/> <p><b>Level 0: No response or response which does not answer the question.</b> <span style="float: right;"><b>0</b></span></p> <p><b>Level 1: Answer which is based on description.</b> <span style="float: right;"><b>1</b></span></p> <p><i>e.g. Three monkeys are sitting on a throne.</i></p> <p><b>Level 2: Answer which misreads the source.</b> <span style="float: right;"><b>2</b></span></p> <p><i>e.g. The monkeys represent Britain, France and Italy. The League is carrying a sword to kill the monkeys.</i></p> <p><b>Level 3: Answer based on valid sub-messages.</b> <span style="float: right;"><b>3–4</b></span></p> <p><i>e.g. The Court of International Justice (part of the League) can't see what is going on in Abyssinia.</i></p> <p><i>e.g. The League is carrying scales and a sword to show that they should make a judgement and dispense justice.</i></p> <p><b>Level 4: Answer based on the main message of the cartoon, supported with detail from the source.</b> <span style="float: right;"><b>5–6</b></span></p> <p><i>e.g. The Court (League) is pretending not to know what is happening in Abyssinia. The judges (monkeys) are deliberately choosing not to see and hear what is going on. This means that justice will not be done and the League will take no action against Mussolini.</i></p>	<b>6</b>

Question	Answer	Marks
2	<p><b>Study Source B.</b></p> <p><b>How useful is this source as evidence about the Abyssinian Crisis? Explain your answer.</b></p> <p><b>Level 0: No response or response which does not answer the question.</b> 0</p> <p><b>Level 1: Writes about the source / topic but not addressing utility.</b> 1</p> <p><i>e.g. Source B says that France does not want to act against Italy.</i></p> <p><b>Level 2: Useful / not useful based on undeveloped provenance.</b> 2</p> <p><i>e.g. Source B is useful as it is from a British representative to the League so he must know what is going on.</i></p> <p><b>Level 3: Useful / not useful based on face value reading of content.</b> 3–4</p> <p><i>e.g. The source is useful because it explains the reasons for France’s reluctance to impose sanctions on Italy.</i></p> <p><b>Level 4: Useful / not useful based on reliable / not reliable through cross-reference to another source / contextual knowledge.</b> 5–6</p> <p><i>e.g. The source is useful because it explains that France does not want to upset Germany (an ally of Italy) by imposing sanctions over the invasion of Abyssinia. The source shows that France is more concerned about not creating more tension and bringing greater danger to France. This is reliable as the same idea can be seen in Source C where France is ignoring Mussolini and looking at a map of the Western Front. This also suggests that France’s main aim was to defend her own borders.</i></p> <p><b>Level 5: Useful / not useful based on reliability about what can be inferred about British opinion, (based on L4).</b> 7</p> <p><i>e.g. [As in L4 plus] The source is useful because it is a reliable account of British opinion. Eden shows Britain in a positive light, claiming they will support action against Italy. His view is reliable because the peace ballot in Britain which was carried out by the League showed the public were in favour of acting to stop Mussolini. Therefore, what he says about British opinion is valid making this a useful source.</i></p>	7

Question	Answer	Marks
3	<p><b>Study Sources C and D.</b></p> <p><b>How far did the two cartoonists agree? Explain your answer.</b></p> <p><b>Level 0: No response or response which does not answer the question.</b> 0</p> <p><b>Level 1: Writes about the sources without addressing agreement.</b> 1</p> <p><i>e.g. Both sources are about the Abyssinia crisis.</i></p> <p><b>Level 2: Answer based on undeveloped provenance.</b> 2</p> <p><i>e.g. Both sources are from British cartoonists in 1935 so they agree.</i></p> <p><b>Level 3: Agreement or disagreement based on comparison of sub-messages.</b> 3–4</p> <p><i>e.g. The cartoonists disagree about Mussolini. In Source C he is shown as arrogant and aggressive. He will not listen to the League and is going to do whatever he likes. In Source D he is shown as being more considered and is listening carefully to what the British and French are telling him. In Source C Britain and France are fully united in doing nothing, however, in Source D there is a question mark ('together?'), suggesting that there may not be complete unity.</i></p> <p><i>e.g. The cartoonists agree that the British and French will do little. In Source D they sing a song, telling Mussolini that they will 'mildly' disapprove of what he is doing and that means they will do very little. In Source C, Britain and France are not taking any notice of Mussolini as they are too concerned about the Western Front. This also implies that they will do nothing to stop him.</i></p> <p><b>Level 4: Agreement and disagreement based on comparison of sub-messages.</b> 5–6</p> <p><i>e.g. Both examples from Level 3.</i></p> <p><b>Level 5: Agreement based on comparison of the attitude of the cartoonists.</b> 7–8</p> <p><i>e.g. The cartoonists would agree because both disapprove of what the British and French are doing, and both show that Mussolini is going to get his own way. He will not be punished / stopped from invading and taking over Abyssinia.</i></p>	8

Question	Answer	Marks
4	<p><b>Study Source E.</b></p> <p><b>Why was this speech made in June 1936? Explain your answer.</b></p> <p><b>Level 0: No response or response which does not answer the question.</b> <span style="float: right;"><b>0</b></span></p> <p><b>Level 1: Writes about the source, with no reason for the speech.</b> <span style="float: right;"><b>1</b></span></p> <p><i>e.g. Haile Selassie was the Emperor of Abyssinia.</i></p> <p><b>Level 2: Answer based on general context.</b> <span style="float: right;"><b>2</b></span></p> <p><i>e.g. This speech was given because the Abyssinian crisis was going on at the time.</i></p> <p><b>Level 3: Answer based on the message of the source.</b> <span style="float: right;"><b>3–4</b></span></p> <p><i>e.g. This speech was given to show that Abyssinia had been let down by the League of Nations.</i></p> <p><b>Level 4: Answer based on specific context.</b> <span style="float: right;"><b>5</b></span></p> <p><i>e.g. This speech was given at this time because in May 1936 Italy had captured Addis Ababa and Selassie had been driven into exile. The League had dropped all sanctions against Italy when this happened and so Selassie had come to the League in Geneva to protest about the way his country had been treated.</i></p> <p><b>Level 5: Answer based on purpose.</b> <span style="float: right;"><b>6</b></span></p> <p><i>e.g. This speech was given at this time because Selassie had been promised help by the League of Nations and they had let him down. He wanted the League to change the way it responded to aggression and to embarrass the major powers into taking more effective action.</i></p> <p><b>Level 6: Answer based on purpose and specific context.</b> <span style="float: right;"><b>7</b></span></p> <p><i>e.g. Levels 4 and 5 combined.</i></p>	<b>7</b>

Question	Answer	Marks
5	<p><b>Use <u>all</u> the sources.</b></p> <p><b>'Britain was responsible for the failure of the League of Nations to take effective action against Italy in the Abyssinian Crisis.'</b></p> <p><b>How far do these sources support this judgement? Explain your answer.</b></p> <hr/> <p><b>Level 0: No response or response which does not answer the question.</b> 0</p> <p><b>Level 1: Writes about the topic / issue but with no valid source use.</b> 1–3</p> <p><b>Level 2: Uses the sources to support or challenge the judgement.</b> 4–6</p> <p><i>e.g. Yes.</i>  <i>Source C: The British are taking no notice of Mussolini which suggests that they will not do anything if he invades Abyssinia – they're only interested in Europe.</i></p> <p><i>Source D: The British are issuing a meaningless warning to Mussolini and this shows that he will get away with what he is doing.</i></p> <p><b>Level 3: Uses the sources to support and challenge the judgement.</b> 7–9</p> <p><i>e.g. No. As Level 2 plus:</i>  <i>Source A: The League are to blame as they are hiding from what is going on. This suggests that they are aware that something bad is happening, but they are trying to ignore it. This means that they are partly responsible for what happens in Abyssinia.</i></p> <p><i>Source B: The French are to blame because they are very worried about the rising power of Germany on their borders and they don't want to push Mussolini and Hitler closer together by upsetting Mussolini.</i></p> <p><i>Sources C and D: The French are jointly responsible with Britain.</i></p> <p><i>Source E: The whole of the League of Nations is to blame.</i></p> <p><b>Up to three additional marks will be available for developed evaluation of the sources.</b></p> <p>Source use must be reference to a source by a letter, by provenance or by direct quote.</p> <p>There must be examples from source content. There must be an explanation of how this supports/ does not support the statement</p>	12