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

Paper 2 International Relations and Developments

**October/November 2018**

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.

Cambridge International will not enter into discussions about these mark schemes.

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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	<b>Study Source A. What can we learn from the source about American involvement in Vietnam? Explain your answer.</b>	6	
	<b>Level 0: No response or response does not answer the question</b>		0
	<b>Level 1: Uses surface content</b>  <i>e.g. The source shows an American soldier. There is a sign pointing to Vietnam.</i>		1–2
	<b>Level 2: Makes valid inferences without support</b>  <i>e.g. The Americans don't know what they are doing.</i> <i>e.g. The American soldiers are likely to lose the war.</i>		3–4
	<b>Level 3: Makes valid inferences with support</b>  <i>e.g. The Americans are not winning because the source shows they are lost. They are looking at a dead French soldier and the cartoon implies that the same fate awaits them.</i>		5–6

Question	Answer	Marks
2	<b>Study Source B. How useful is this source as evidence of President Johnson's reasons for US involvement in the Vietnam War? 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: Describes the source content</b>  <i>e.g. Johnson says he doesn't want to be seen as a coward.</i>		<b>1</b>
<b>Level 2: Useful or not based on provenance/common sense</b>  <i>e.g. This source is useful because Johnson is the President so he knows what is going on.</i>  <i>e.g. This source isn't useful because Johnson was talking to his biographer in 1970 and might want to make himself sound good.</i>		<b>2</b>
<b>Level 3: Useful or not based on content</b>  <i>e.g. The source is useful because Johnson tells us his reasons for staying in the war. He doesn't want Vietnam to fall to communism and doesn't want to be seen as a coward.</i>		<b>3–4</b>
<b>Level 4: Useful based on reliability through cross-reference to other sources or contextual knowledge</b>  <i>e.g. Source B is supported by Source C and so it must be useful because it is reliable. In both sources he implies that America has made a commitment and must stand by that.</i>		<b>5–6</b>
<b>Level 5: Useful based on reliability and purpose</b>  <i>e.g. [As in L4 plus] This source is not useful as it is not reliable because there is a motive behind Johnson's words. He might have been trying to protect his reputation in Source B. He talks about how he had to abandon his Great Society policies. By 1970 the American public had turned against involvement in Vietnam and were bitter that the government was spending huge amounts of money on fighting a war and not looking after the American people. He is justifying the decisions that he made.</i>		<b>7</b>

Question	Answer	Marks
3	<p><b>Study Sources C and D. Does Source D prove that President Johnson was lying in Source C? Explain your answer.</b></p> <p><b>Level 0: No response or response does not answer the question</b> <span style="float: right;"><b>0</b></span></p> <p><b>Level 1: Writes about the sources/topic</b> <span style="float: right;"><b>1</b></span></p> <p><b>Level 2: Addresses proof based on undeveloped provenance</b> <span style="float: right;"><b>2</b></span>  <i>e.g. Source D does not prove that Johnson was lying because C is from the President.</i></p> <p><b>Level 3: Addresses proof by using general context</b> <span style="float: right;"><b>3</b></span>  <i>e.g. What Johnson says in Source C is true because we know that this is what happened.</i></p> <p><b>Level 4: Addresses proof by comparing C and D to show Johnson was OR was not lying</b> <span style="float: right;"><b>4–5</b></span>  <i>e.g. Johnson was not lying in Source C because in Source D it says they were fighting to defend freedom. Source C agrees with this by saying that they were fighting to help countries ‘shape their own destiny’ and this means the same thing.</i>  <i>e.g. Source D could prove that Johnson was lying as it says the US was acting out of vanity and pride. In Source C, Johnson implies that the US is being honourable and keeping their promises to their friends.</i></p> <p><b>Level 5: Addresses proof by comparing C and D to show lying AND not lying</b> <span style="float: right;"><b>6</b></span>  <i>e.g. Both aspects of L4.</i></p> <p><b>Level 6: As for L3 and evaluates either/both source(s) to address proof</b> <span style="float: right;"><b>7–8</b></span>  <i>e.g. Source D does prove that Johnson was lying. He knew that the war was unpopular with the American people and so was deliberately making the war sound like an honourable venture in order to win them over to support the war effort.</i></p>	<b>8</b>

Question	Answer	Marks
4	<b>Study Source E. What is the message of the cartoonist? 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: Answers which describe the cartoon</b> <i>e.g. There are four men in the cartoon.</i>	<b>1</b>
	<b>Level 2: Misinterpretation of the cartoon</b> <i>e.g. It shows that each President is leading the other to help them through the Vietnam problem.</i>	<b>2</b>
	<b>Level 3: Valid sub-message(s)</b> <i>e.g. They are being pushed into Vietnam because of Eisenhower. e.g. They are following each other's policies. e.g. They don't know what they're doing.</i>	<b>3–5</b>
	<b>Level 4: Big message</b> <i>e.g. The presidents are doomed to failure in the Vietnam War.</i>	<b>6</b>
	<b>Level 5: Understands the cartoonist's point of view</b> <i>e.g. The cartoonist is critical of the presidents/the Vietnam War.</i>	<b>7</b>

Question	Answer	Marks
5	<p><b>Use all the sources. ‘The USA had clear aims in Vietnam.’ How far do these sources support this judgement? Explain your answer.</b></p> <p><b>Level 0: No response or response does not answer the question</b> <span style="float: right;"><b>0</b></span></p> <p><b>Level 1: Writes about USA’s reasons for fighting but not about the sources OR uses the sources without valid explanation</b> <span style="float: right;"><b>1–3</b></span></p> <p><i>e.g. Source A shows a dead French soldier. The French were defeated in 1954.</i></p> <p><b>Level 2: Use of source content to support or question the judgement</b> <span style="float: right;"><b>4–6</b></span></p> <p><i>e.g. Source B shows that the US aims to stop South East Asia (Vietnam) going the way of China. Source C shows that North Vietnam is communist and has attacked South Vietnam and they must fight. Source D says that the war is fought to defend freedom.</i></p> <p><i>e.g. In Source A the American soldier is lost which suggests that the US did not have a clear aim. Source D is about the US being vain about their role in preserving world peace which means they are not really interested in having a clear aim for Vietnam. Source E shows that the American presidents were blind when they got involved in Vietnam which shows their aims weren’t clear.</i></p> <p><b>Level 3: Uses source content to support AND question the judgement</b> <span style="float: right;"><b>7–9</b></span></p> <p><i>e.g. Both elements of L2.</i></p> <p><b>Note:</b> <span style="float: right;"><b>10–12</b></span> Up to three additional marks will be available for developed evaluation of the sources. 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