

Cambridge International AS & A Level

INTERNATIONAL HISTORY

9982/02

Paper 2 Outline Study

For examination from 2027

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **10** pages.

Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level is the best fit. In practice, work does not always match one level precisely so a judgement may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level, award the highest mark.
- If the candidate's work **adequately** meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level, award the lowest mark.

Table A for Part (a) questions

Part (a) questions assess the following assessment objectives:

AO1 Historical knowledge

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

AO2 Historical explanation, analysis and judgement

Candidates should be able to:

- Identify, explain and analyse the past using historical concepts:
 - cause and consequence
 - change and continuity
 - significance.
- Explain and analyse connections between different aspects of the past.
- Reach a judgement.

Use this table to give marks for candidate response for part (a) questions in Questions 1 and 2.

Level	Description	Marks
Level 4	Connects factors to reach a reasoned conclusion Responses: <ul style="list-style-type: none"> • Are well focused and explain a range of factors supported by relevant information. • Demonstrate a clear understanding of the connections between causes. • Reach a supported conclusion. 	9–10
Level 3	Explains factor(s) Responses: <ul style="list-style-type: none"> • Demonstrate good knowledge and understanding of the demands of the question. • Include explained factor(s) supported by relevant information. 	6–8
Level 2	Describes factor(s) Responses: <ul style="list-style-type: none"> • Show some knowledge and understanding of the demands of the question. (They address causation.) • May be entirely descriptive in approach with description of factor(s). 	3–5
Level 1	Describes the topic/issue Responses: <ul style="list-style-type: none"> • Contain some relevant material about the topic/issue but are descriptive in nature, making no reference to causation. 	1–2
Level 0	No creditable response	0

Table B for Part (b) questions

Part (b) questions assess the following assessment objectives:

AO1 Historical knowledge

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

AO2 Historical explanation, analysis and judgement

Candidates should be able to:

- Identify, explain and analyse the past using historical concepts:
 - cause and consequence
 - change and continuity
 - significance.
- Explain and analyse connections between different aspects of the past.
- Reach a judgement.

Use this table to give marks for candidate response for part (b) questions in Questions 1 and 2.

Level	Description	Marks
Level 5	<p>Responses develop a comparative judgement based on analysis of the alternative perspectives</p> <p>Responses:</p> <ul style="list-style-type: none"> • Are well focused and contain clear analysis that supports and challenges the given view/statement. • Are consistently supported by relevant and detailed evidence for the alternative perspectives. • Show clear comparative judgement of the relative strength of the alternative perspectives. 	17–20
Level 4	<p>Responses offer explanation that considers alternative perspectives</p> <p>Responses:</p> <ul style="list-style-type: none"> • Offer explanation that supports and challenges the given view/statement. • Are supported by mostly relevant and detailed evidence for the alternative perspectives. • May form a conclusion that lacks clear comparative judgement. 	13–16
Level 3	<p>Responses offer explanation of a single perspective</p> <p>Responses:</p> <ul style="list-style-type: none"> • Offer explanation that supports or challenges the given view/statement. • Are supported by mostly relevant and detailed evidence. • May be aware of alternative perspectives, but these will be described rather than explained. 	9–12
Level 2	<p>Responses consider aspects of the question without explanation</p> <p>Responses:</p> <ul style="list-style-type: none"> • May provide relevant description with few explicit links to the question. • May provide valid assertions with limited support. 	5–8
Level 1	<p>Responses provide general information about the topic loosely linked to the question focus</p> <p>Responses:</p> <ul style="list-style-type: none"> • May provide general information about the topic which is only loosely linked to the question focus. • May have limited relevance but make occasional valid points, which may be fragmentary and disjointed. • May offer some unsupported assertions. 	1–4
Level 0	No creditable response	0

Question	Answer	Marks
1(a)	<p>Explain why the League of Nations was involved in a dispute over the Aaland Islands in 1921.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • It was a main role of the League of Nations to keep peace by arbitrating where there were territorial disputes. This was stated in the Covenant and by 1921 it had already persuaded Yugoslavia to withdraw its troops from Albania, and was involved in adjudication of the German and Polish claims to Upper Silesia. • The Aaland Islands lay in the Gulf of Bothnia between Finland and Sweden and were claimed by both countries. • The Islands had been part of Finland since its separation from Sweden in 1809 and transferred to Russian control. In December 1917, Finland had declared its full independence from Russia and was in a state of change and internal conflict. Finland refused to agree to a binding plebiscite of the islanders. • The residents of Aaland Islands were almost entirely Swedish-speaking. They invoked the principle of self-determination and, supported by the Swedish government, asked to become part of Sweden. • Following the Armistice of November 1918, Sweden asked for the Aaland question to be settled at the Paris Peace Conference, where it hoped that the principle of self-determination would ensure a favourable settlement. However, the Allies were reluctant to face this difficult issue and by the beginning of 1920 it was clear that the Peace Conference would not come to a decision. • In order to ensure a peaceful resolution of the status of the Islands and prevent destabilisation of the Baltic region, the matter was referred to the newly-founded League of Nations. <p>Accept any other valid responses.</p>	10

Question	Answer	Marks
1(b)	<p>‘During the 1920s the work of the League’s agencies was more successful than its peacekeeping work.’</p> <p>How far do you agree with this view?</p> <p>Indicative content</p> <p>Support</p> <p>The agencies enjoyed some considerable success, particularly with the victims of conflict. Half a million prisoners of war were returned home and food and shelter were successfully provided for Turkish refugees in 1922.</p> <p>League agencies were also able to relieve suffering more generally. In 1926 a Slavery Convention was approved and over 200 000 slaves were freed. Child labour in some countries was reduced and they also worked on improving the treatment of malaria and leprosy. The Mandates Commission, which was responsible for protecting minorities, also made some attempts to address racial discrimination and helped Iraq join the League in 1929.</p> <p>Challenge</p> <p>Not all actions taken by the agencies were successful, for example, the International Labour Organisation plan for 48-hour week failed to get approval.</p> <p>Its influence in building a lasting peace was also very limited. It failed to make any meaningful progress towards disarmament, the Geneva Protocol was never signed, although planning did continue for an international conference in the 1930s. Moves towards better relations, such as the Washington Treaty (1921) and the Locarno Pact (1925), took place outside the League.</p> <p>The League also had some serious failures when it came to dealing with armed aggression. It failed to end the Polish invasion of Lithuania in 1921 or the Lithuanian seizure of Memel in 1923. It was also unable to prevent the Russo-Polish War or the Greek invasion of Turkey, and it was ignored by Mussolini when it ordered him to withdraw from Corfu.</p> <p>Accept any other valid responses.</p>	20

Question	Answer	Marks
2(a)	<p data-bbox="308 237 1062 271">Explain why the Nazi–Soviet Pact was formed in 1939.</p> <p data-bbox="308 309 539 342">Indicative content</p> <ul data-bbox="308 376 1326 1373" style="list-style-type: none"> <li data-bbox="308 376 1326 544">• Hitler wanted the return of Danzig and the Polish Corridor to Germany. The Pact would help him achieve this as only the Soviet Union could keep Britain’s promise to defend Poland. He believed that, if he got a promise of peace with the Soviet Union, Britain would be forced to back down over Poland and Danzig. <li data-bbox="308 551 1326 853">• Germany avoided being dragged into a war on two fronts. Hitler’s plan was to crush Poland quickly, then turn westward and defeat France and Britain. It was therefore necessary for the Soviet Union to remain neutral, otherwise Germany might have to fight the French and British in the west and Russians in the east – the combination that had proved so disastrous for Germany two decades earlier during the First World War. This time Hitler intended to overwhelm the Western Allies first, and then break the Pact by invading the Soviet Union, to acquire thousands of miles of Lebensraum. <li data-bbox="308 860 1326 1095">• It was formed because Stalin had come to believe that Poland and its Western Allies were not serious about seeking a military alliance against Hitler. The Russians were angry that Chamberlain sent second-rank British military officers to Moscow on such an important mission and were frustrated by the slow pace of the negotiations. The British also declined to share any military intelligence with the Russians, further insulting them. <li data-bbox="308 1102 1326 1373">• It was also in both countries’ economic interests. Germany gained vital raw materials from the Soviet Union that helped rearmament. The first pact was an economic trade agreement, which Ribbentrop and Molotov signed on 19 August 1939. The agreement helped Germany bypass the British blockade during the early years of the Second World War, and committed the Soviet Union to provide food products and raw materials to Germany in exchange for products such as German machinery for the Soviet Union. <p data-bbox="308 1413 751 1447">Accept any other valid responses.</p>	10

Question	Answer	Marks
2(b)	<p>To what extent did the invasion of Abyssinia indicate a major change in Mussolini's foreign policy in the 1930s?</p> <p>Indicative content</p> <p>Support</p> <p>1935 is often seen as the start of major change in Italian foreign policy. The attack on Abyssinia was overtly aggressive and brought Italy into conflict with the League of Nations and alienated France and Britain. The abandonment of the Hoare–Laval Plan angered Italy and it left the League in 1937 as a result. This is a contrast to the more co-operative and diplomatic approach of the earlier 1930s which the Stresa Front exemplifies.</p> <p>Following the invasion Italy also moved towards an alliance with Germany. Their joint involvement in the Spanish Civil War improved relations which were themselves strengthened by the Rome-Berlin Axis in 1936, the Anti-Comintern Pact in 1937 and the Pact of Steel in 1939.</p> <p>The contrast in Italian attitudes towards Anschluss also indicates this change in foreign policy. While Mussolini had attempted to prevent this in 1934, in 1938 he sent a message of congratulation when Hitler declared the annexation of Austria.</p> <p>Challenge</p> <p>While some change might be seen, there were also notable continuities, such as Mussolini's general aim to make Italy a great power. This was a consistent endeavour throughout his time in power and one he stated in his autobiography: '... to make Italy great, respected, and feared'.</p> <p>Mussolini had also always been interested in creating an Italian empire in Africa and Italy's attacks on Libya between 1928 and 1933 were an aspect of this desire, as was the invasion of Abyssinia in 1935. The Stresa agreement specified 'peace in Europe', which Mussolini saw as permission to continue his pursuit of empire in Africa.</p> <p>Mussolini also wanted personal recognition and admiration on the international stage. In the 1930s he helped to negotiate both the Stresa agreement (1935) and later the Munich agreement (1938) which he saw as a public triumph.</p> <p>Accept any other valid responses.</p>	20