

# Cambridge O Level

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**HISTORY (MAURITIUS AND MODERN WORLD AFFAIRS)****2162/02**

Paper 2 International Relations and Developments

**October/November 2025****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.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **10** 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 descriptions 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.

## Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

### Annotations

Annotation	Meaning
	Unclear
	Incorrect OR In <b>Question 5</b> only, to indicate that a source has been correctly identified as refuting the statement
	Correct OR In <b>Question 5</b> only, to indicate that a source has been correctly identified as supporting the statement
Highlighter	Highlight relevant areas of a response
	Level 1 response
	Level 2 response
	Level 3 response
	Level 4 response
	Level 5 response
	Level 6 response
	Level 7 response
	Material not relevant to the question
Off-page comment	Comments entered at the bottom of the marking window and then displayed when the associated question item is navigated to

<b>Annotation</b>	<b>Meaning</b>
On-page comment	Comments entered in speech bubbles on the candidate response
<b>SEEN</b>	To indicate that a point has been noted but no credit has been given OR To indicate that a blank page has been checked for creditable content

Question	Answer	Marks
1	<p><b>Study Source A. What is the message of the cartoonist? Explain your answer using details from the source.</b></p> <p><b>Level 0: No response or response which does not answer the question (0 marks)</b></p> <p><b>Level 1: Answer which is based on description of the source or the topic (1 mark)</b></p> <p>e.g. <i>The German in the cartoon is holding a piece of paper which has the demands from the Allies written on it.</i></p> <p><b>Level 2: Answer which misinterprets the source (2 marks)</b></p> <p>e.g. <i>Germany is pleased with the proposed Versailles settlement.</i></p> <p><b>Level 3: Answer based on valid sub-message(s) (3–4 marks)</b></p> <p>Award 3 marks for one sub-message and 4 marks for more than one sub-message or for support using relevant source details.</p> <p>e.g. <i>Germany is shocked by the terms of the Treaty.</i> e.g. <i>The demands made of Germany will be very high.</i></p> <p><b>Level 4: Answer based on the main message of the source (5 marks)</b></p> <p>e.g. <i>Although Germany appears shocked by the demands made by the Allies, they would have demanded more if they had won.</i></p> <p><b>Level 5: Answer based on the message of the cartoonist (6 marks)</b></p> <p>e.g. <i>The cartoonist criticises Germany for being hypocritical. The cartoonist shows that Germany complains about the harsh treatment they will receive at the hands of the Allies, all the time knowing that if had they won the war they would have inflicted far greater demands on the Allies.</i></p>	6

Question	Answer	Marks
2	<p><b>Study Source B. Why did the German delegation make this speech at this time? Explain your answer.</b></p> <p><b>Level 0: No response or response which does not answer the question (0 marks)</b></p> <p><b>Level 1: Writes about the source, but no reason for publication given (1 mark)</b></p> <p><i>e.g. The source says that the German people thought they were fighting a defensive war.</i></p> <p><b>Level 2: Answer giving a reason for publication based on the context (2 marks)</b></p> <p><i>e.g. The speech was made because the Treaty had been agreed by the Allies, and the Germans had gone to Versailles to see what lay in store for them in the Treaty.</i></p> <p><b>Level 3: Answer based on a general statement of purpose OR an answer which interprets the source correctly but no reason given (3 marks)</b></p> <p><i>e.g. The German delegation made this speech so that people would support them / feel sympathetic towards them.</i></p> <p><i>e.g. The source shows that the Germans recognised that they had some responsibility but don't think they should take all the blame.</i></p> <p><b>Level 4: Answer giving a reason for publication based on sub-message (4–5 marks)</b></p> <p><i>e.g. They made this speech to tell the Allied leaders that they knew they would be punished.</i></p> <p><i>e.g. They made this speech to show that the German people were not to blame for the war.</i></p> <p><b>Level 5: Answer giving a reason for publication based on the main message (6 marks)</b></p> <p><i>e.g. The Germans made this speech because they wanted people to know that it was not only Germany who was to blame for the suffering which had happened during the First World War. The Allied Blockade harmed Germany and they want to protest that it has killed innocent civilians after the war had ended.</i></p> <p><b>Level 6: Answer giving a reason based on the purpose of the source (needs to be valid in terms of the impact on the audience) (7 marks)</b></p> <p><i>e.g. The German delegation made this speech because they were hoping that they could persuade the members of the Peace Conference that Germany was not the only party in the wrong, so that the members would consider reducing the terms of the Treaty.</i></p>	7

Question	Answer	Marks
3	<p><b>Study Sources C and D. How far do these sources agree about the purpose of the Treaty of Versailles? Explain your answer.</b></p> <p><b>Level 0: No response or response which does not answer the question (0 marks)</b></p> <p><b>Level 1: Writes about the source(s) but does not make comparisons OR makes invalid comparisons (1 mark)</b></p> <p><i>e.g. In Source C, Clemenceau says that Germany has hurt a lot of people and deserves to be punished.</i></p> <p><b>Level 2: Surface comparison (e.g. they are both about the same thing) or attempts comparisons which don't match (2 marks)</b></p> <p><i>e.g. These sources agree because they are about the Treaty of Versailles.</i></p> <p><b>Level 3: Comparison based on the provenance of the sources or general contextual knowledge (3 marks)</b></p> <p><i>e.g. These sources agree as they are both by people who were part of the 'Big Three' Allied leaders who were responsible for deciding the terms of the Treaty.</i></p> <p><b>Level 4: Comparison on the sources for agreement OR disagreement (4 marks)</b></p> <p><i>e.g. The sources agree because they both argue Germany deserves a severe punishment for their role in the war, and that is the purpose of the Treaty.</i></p> <p><b>Level 5: Comparison on the sources for agreement AND disagreement (5 marks)</b></p> <p><i>e.g. [As in L4 plus] The sources don't agree. Clemenceau is only interested in reparations for the war and in making sure that Germany pays a heavy price. However, although Wilson agrees about the need to punish Germany, he sees the Treaty having a wider purpose to prevent war.</i></p> <p><b>Level 6: Comparison on the sources for agreement or disagreement and explains using specific contextual knowledge about aims (6 marks)</b></p> <p><i>e.g. The sources don't agree. Clemenceau wants to punish Germany harshly because he wants to make sure that they can't invade France again. Wilson was interested in forming the League of Nations to prevent war and this was part of his Fourteen Points.</i></p>	8

Question	Answer	Marks
3	<p><b>Level 7: Compares the sources and evaluates one or both to explain their points of view on the purpose of the Treaty (7–8 marks)</b></p> <p>Award 7 marks for C or D evaluated and 8 marks for both.</p> <p><i>e.g. Although the sources have some similarities, they are mainly different. Clemenceau knew the French people wanted a harsh Treaty and was keen to convince them that this was the case. On the other hand, Wilson wanted to secure peace for the world through the League of Nations. He was speaking in the United States and wanted to secure the support of the American people and government so that they would join the League of Nations.</i></p>	

Question	Answer	Marks
4	<p><b>Study Source E. How useful is this source as evidence about British reactions to the Treaty of Versailles? Explain your answer.</b></p> <p><b>Level 0: No response or response which does not answer the question (0 marks)</b></p> <p><b>Level 1: Answer which fails to deal with utility (1 mark)</b></p> <p><i>e.g. The source says that most British people believed the Germans caused the war.</i></p> <p><b>Level 2: Useful / not useful based on undeveloped provenance (2 marks)</b></p> <p><i>e.g. The source is not useful because it is by someone who campaigned for a just settlement. He is bound to be biased against the Treaty.</i></p> <p><b>Level 3: Useful because of what it tells us about British reactions (3–4 marks)</b></p> <p><i>e.g. The source is useful because it tells me that many British people thought Germany was responsible for the war.</i></p> <p><i>e.g. The source is useful because the speaker thought that the Treaty was based on lies and that the British people have believed those lies.</i></p> <p><i>e.g. The source is useful because it says that it is wrong to blame only Germany for the war.</i></p> <p><b>Level 4: Useful / not useful based on developed provenance (could be an enhanced reliability argument) (5 marks)</b></p> <p><i>e.g. The source is useful because it is written by a member of the British Parliament. Britain was one of the countries that was involved in designing the Treaty, so you might expect that the author would support it. Therefore, you would expect him to say that it was a good treaty. However, he doesn't do this, so this might make this source more reliable.</i></p> <p><b>Level 5: Useful / not useful because it is reliable / unreliable (6–7 marks)</b></p> <p>Answers should use contextual knowledge or cross-reference to another source.</p> <p><i>e.g. The source is not useful. It suggests that the British people have listened to lies about the nature of the Treaty. However, both Sources C and D argue that Germany deserved to be punished, so this suggests the speaker in Source E is wrong. This means the source is unreliable and therefore not useful.</i></p> <p><i>e.g. The source is useful. It tells me that some people in Britain did not think the Treaty was fair. This is supported by the fact that even the British Prime Minister, Lloyd George, was worried about the Treaty being too harsh. Germany was an important trading partner for Britain, and he did not want Germany to be punished so harshly that their economy collapsed. Therefore, the source is useful because it is reliable.</i></p>	7

Question	Answer	Marks
5	<p><b>Use all the sources.</b> ‘Germany was treated fairly in the peace settlement after the end of the First World War.’ How far do the sources support this judgement? Explain your answer.</p> <p><b>Level 0: No response or response which does not answer the question (0 marks)</b></p> <p><b>Level 1: Writes about the topic / issue but with no valid source use (1–3 marks)</b></p> <p>e.g. <i>The Versailles Treaty placed severe restrictions on Germany. They were not allowed to have an air force and the army was reduced to 100 000 men. Some of their lands were taken away from them and given to other countries such as Czechoslovakia.</i></p> <p><b>Level 2: Uses the sources to support or challenge the judgement (4–6 marks)</b></p> <p>e.g. <i>Source A suggests that the Germans are complaining because they have been treated harshly. However, they would have treated the Allies more harshly if they had won the war, so there is nothing to complain about. Source C says Germany deserves punishment for all the people who have been killed and all the lives and property which they have destroyed. He says that ‘Justice is what Germany shall have,’ so he thinks that the way Germany is treated is right. Source D says, ‘It is a very severe settlement with Germany, but there is nothing in it that Germany did not deserve.’ This means that the treatment German receives in the Treaty is fair and what they deserve.</i></p> <p><b>Level 3: Uses the sources to support and challenge the judgement (7–9 marks)</b></p> <p>e.g. <i>[As L2 plus] No – Source A says that the Germans thought the Treaty was ‘monstrous’. Source B suggests that the Allies are treating Germany badly. They carried on the blockade after the armistice and German civilians ‘were killed with cold deliberation’. The Allies also blame the Germans even though most of them thought Germany was fighting a defensive war. Source E argues that the Peace Treaty was ‘brutal and unjust’ and that it was wrong to blame only Germany for the start of the war.</i></p> <p><b>Up to 3 additional marks will be available for developed evaluation of the sources. (10–12 marks)</b></p> <p><b>Source use must be referenced to a source by a letter, by provenance or by direct quote.</b></p> <p><b>There must be examples from source content. There must be an explanation of how the source supports / does not support the statement.</b></p>	12