



Cambridge International Examinations
Cambridge Ordinary Level

HISTORY (MODERN WORLD AFFAIRS)

2134/01

Paper 1 Modern World Affairs

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MARK SCHEME

Maximum Mark: 80

Published

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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.
- 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.

Generic mark scheme for Paper 1**(a) Questions**

Level 0: No response or response does not address the question	[0]
Level 1: Makes general statements about the topic that do not address the question	[1]
Level 2: Makes simple statements that address the question	[2–6]
Level 3: Makes developed statements that answer the question	[7–10]

(b) Questions

Level 0: No response or response does not address the question	[0]
Level 1: Makes general statements about the topic that do not address the question	[1]
Level 2: Identifies/lists factors/describes	[2–4]
Level 3: Explains the given factor or other factor	[5–6]
Level 4: Explains the given factor and other factors	[7–9]
Level 5: As Level 4 with additional reasoning to fully answer the question	[10]

This generic mark scheme will be adapted to suit the specific wording of individual questions.

Section A: International Relations and Developments

Question	Answer	Marks
1(a)	How did the reparations burden imposed by the Treaty of Versailles impact on Germany?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question.	2–6
	Level 3: Makes developed statements that answer the question. e.g. While the first repayment was made, by the time the second one was due, Germany had insufficient economic growth to meet its demands.	7–10
1(b)	Who was more satisfied with the Treaty of Versailles: Clemenceau or Wilson? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Clemenceau: France felt a sense of security when the Rhineland was demilitarised.	5–6
	Level 4: Explains the given factor and other factors As Level 3 plus e.g. Wilson: the concept of the League of Nations, one of his 14 points, was accepted in all treaties.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
2(a)	Describe how the membership of the League of Nations changed in the 1920s.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. It was made up initially of the winners of the First World War.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Germany was not allowed to join until 1926.	7–10
2(b)	‘The League of Nations took every action that it could.’ How far do you agree with this assessment of the League of Nations’ response to the invasion of Manchuria by Japan? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: when China appealed to the League, Japan said that it was a local disagreement, not a League matter. The League set up a Commission to investigate. This condemned Japan’s actions.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. No: Sanctions could not be brought against Japan as America would not support them and Britain needed the trade.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
3(a)	Describe how Anschluss was achieved in 1938.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. The Nazis in Austria began to call for union with Germany, backing them up with violence.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Schuschnigg was under pressure from Germany to give in to calls for union with Germany, but instead of giving way he called for a plebiscite.	7–10
3(b)	Which was more significant for allied victory in the Second World War, Operation Overlord (D-Day) or Russian advances on the Eastern Front? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Operation Overlord 1944. Even with the resistance working to divert Hitler's attention, the D-Day invasions were not easy or quickly effective. It took from 6 June until 25 August for Paris to be relieved.	5–6
	Level 4: Explains the given factor and other factors e.g. Level 3 plus The Russian advance from the East 1944: following defeats by Soviet forces in 1943, German troops began to pull back. January 1944 saw the lifting of the siege of Leningrad, leaving Soviet forces free to pursue German troops into central Europe.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
4(a)	What was the Iron Curtain?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. It divided Communist areas from free areas in Europe.	2–6
	Level 3: Makes developed statements that answer the question. e.g. It was a phrase coined by Churchill, following the difficulties at Potsdam, in March 1946, showing the divisions within Europe. It was to describe to Americans the scale of the divisions.	7–10
4(b)	How far did the outcome of the Cuban Missile Crisis produce a change in the relationship between the USA and the USSR? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: It led to the phone line that either leader could use when a situation needed defusing with urgency. Both realised how close to the use of nuclear weapons they had come.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. No: It did not stop the manufacture of weapons, nor the supporting of opposing factions in war zones.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
5(a)	What is the Universal Declaration of Human Rights?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. It was to help maintain peace.	2–6
	Level 3: Makes developed statements that answer the question. e.g. The United Nations (UN) adopted this in 1948, UN General Assembly Resolution 217A. It is about the right to safety and security.	7–10
5(b)	‘The United Nations has achieved more in terms of providing humanitarian aid than it has as a force for peace.’ How far do you agree? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. No: the Korean War saw the UN provide a template for peace.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. Yes: Providing humanitarian assistance requires that the United Nations overcome major logistical and security constraints in the field. Reaching affected areas can itself be a major obstacle. In recent years, many crises have been aggravated by an erosion of respect for human rights. Humanitarian workers have been denied access to people in need, and warring parties have deliberately targeted civilians and aid workers. Since 1992, more than 180 UN civilian staff members have been killed and 178 taken hostage while serving in humanitarian operations worldwide. In efforts to prevent human rights violations in the midst of crisis, the UN High Commissioner for Human Rights has played an increasingly active role in the UN response to emergencies.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Section B: Western Europe

Question	Answer	Marks
6(a)	What threats were faced during 1919–20 by the Weimar Republic?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. Communists rebelled.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Spartacists led by Rosa Luxemburg and Karl Leibknecht rose in Germany against Ebert's planned democracy.	7–10
6(b)	'The main reason for Hitler's rise to power was success in elections.' Do you agree? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: In 1933 the Nazi Party won 288 seats, more than twice the number won by any other party.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. No: It was the Depression that brought Hitler to power. Stresemann's death at the time when he was needed to handle the economy during the Depression left a big gap. No one had any ideas – other than Hitler who knew how to bring about full employment and recreate pride in Germany.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
7(a)	Describe how Italy reacted to the terms offered to Orlando at the Paris Peace Conference in 1919.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. Italy was disappointed.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Italy had ended the war on the side of the victors and expected to be rewarded. The lands taken from Austria and added to the north of Italy were deemed insufficient as a reward for supporting Britain and France.	7–10
7(b)	How totalitarian was Mussolini's Italy? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. No, it was not. The King was still able to dismiss him in 1943.	5–6
	Level 4: Explains the given factor and other factors e.g. Yes, it was. It was a one party state with control of the media.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
8(a)	What was the Popular Front in Spain?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. It was a coalition.	2–6
	Level 3: Makes developed statements that answer the question. e.g. On 15th January 1936, Manuel Azaña helped to establish a coalition of parties on the political left to fight the national elections due to take place the following month. This included the Socialist Party (PSOE), Communist Party (PCE), Esquerra Party and the Republican Union Party. The Popular Front, as the coalition became known, advocated the restoration of Catalan autonomy, amnesty for political prisoners, agrarian reform, an end to political blacklists and the payment of damages for property owners who suffered during the revolt of 1934. The Anarchists refused to support the coalition and instead urged people not to vote.	7–10

Question	Answer	Marks
8(b)	How significant was the death of Calvo Sotelo as a cause of the Spanish Civil War? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. No – It was about religion. Fascism remained a reactive threat, helped by controversial reforms to the military. In December, a new reformist, liberal, and democratic constitution was declared. It included strong provisions enforcing a broad secularization of the Catholic country, which many moderate committed Catholics opposed.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. Yes – Fernando Condés, the leader of the Guardia de Asalto, was a close personal friend of Castillo. The next day, his squad had sought to arrest José María Gil-Robles y Quiñones, founder of CEDA, as a reprisal for Castillo's murder, but he was not at home, so they went to the house of José Calvo Sotelo, a leading Spanish monarchist and a prominent parliamentary conservative. Luis Cuenca, a member of the arresting group and a socialist, summarily executed Calvo Sotelo by shooting him in the back of the neck. Hugh Thomas concludes that Condés intended to arrest Sotelo and that Cuenca acted on his own initiative, although he acknowledges other sources that dispute this finding. Massive reprisals followed. The killing of Sotelo with police involvement aroused suspicions and strong reactions among the government's opponents on the right. Although the nationalist generals were already in the advanced stages of a planned uprising, the event provided a catalyst and a public justification for their coup.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
9(a)	What was the economic impact of the First World War on Britain during the 1920s?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. Britain's government had focused on the war effort.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Government control of coal mines had seen many miners' wages rise as only one pay rate was allowed. The return to private ownership caused this to be broken and wages to be a matter of negotiation between worker and owner. Owners felt that they had lost out during the war and sought to return to a position of profit.	7–10
9(b)	How far was the Great Depression a disaster for French society? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor E.g. No: the wealthy continued as before: arts and literature saw a sophisticated social scene in France.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. Yes: industry depended on exports and workers in these were struggling by the mid-1930s.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
10(a)	What was the Organisation for European Economic Cooperation (OEEC)?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. It controls values in Europe.	2–6
	Level 3: Makes developed statements that answer the question. e.g.: The Organisation for European Economic Co-operation; (OEEC) came into being on 16 April 1948. It emerged from the Marshall Plan and the Conference of Sixteen (Conference for European Economic Co-operation), which sought to establish a permanent organisation to continue work on a joint recovery programme and in particular to supervise the distribution of aid. The headquarters of the Organisation was in the Chateau de la Muette in Paris, France.	7–10
10(b)	‘The Maastricht Treaty was agreed in order to control reunited Germany.’ Do you agree? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: At external level, the collapse of Communism in Eastern Europe and the outlook of German reunification led to a commitment to reinforce the Community’s international position.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. At internal level, the Member States wished to supplement the progress achieved by the Single European Act with other reforms e.g. structural ones around the three pillars.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Section C: The Americas

Question	Answer	Marks
11(a)	What was the Wall Street Crash?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. It was when banks did not have enough money.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Loss of confidence in share values caused a mass selling. The wave of panic that went alongside this caused a run on banks. When those banks could not give people the cash they were demanding, they had to close.	7–10
11(b)	How prosperous was American society in the 1920s? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Many people in the north of America had enough money to buy new products that were available due to the development of electricity e.g. vacuum cleaners and washing machines, making their lives easier.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. Americans who worked in the South saw their lives made harder as Europe recovered sufficiently to do without their support, reducing net worth of agricultural exports from \$3.8bn in 1919–20 to \$1.9bn in 1920–21.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
12(a)	What was the Great Depression?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. American banks failed.	2–6
	Level 3: Makes developed statements that answer the question. e.g. The value of money failed as people lost faith in it, jobs disappeared as trade became difficult, poverty was widespread.	7–10
12(b)	Was it Roosevelt's strengths or Hoover's weaknesses that decided the outcome of the 1932 Presidential election? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. American people had not been able to see the support that Hoover had put in to support employment, wages and banks as his policy was that they should not. Therefore he was seen as the 'Do nothing president.'	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. Roosevelt promised a New Deal in such a way that he was believed.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
13(a)	What were the main domestic issues facing Eisenhower when he became President?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. Pay, recruitment and working conditions were unfair.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Unfair employment practices in terms of racial and religious discrimination in hiring.	7–10
13(b)	‘A successful President.’ Do you agree with this assessment of Nixon? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: Nixon successfully reduced the cost to America of the Vietnam War by reducing involvement.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. No: The Watergate scandal showed government to be corrupt.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
14(a)	What was the Black Power movement in America?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. It was about black Americans fighting back.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Led by Stokely Carmichael from 1966, it was a militant organisation. It was against the workings of the KKK, teaching self-defence and self-determination. Urban riots followed.	7–10
14(b)	How far were Civil Rights addressed by Truman's government? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. It made equality of opportunity the law.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. Truman proposed the Fair Employment Practices Act, which would outlaw racial and religious discrimination in hiring. Congress passed the Employment Act in 1946 and clearly stated the government's responsibility in helping to achieve full employment.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
15(a)	Describe the political situation in Argentina in 1945.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. Peron ruled Argentina.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Neutrality was no longer available as a policy. To appease America, Argentina entered the last stages of the Second World War by declaring war on Japan.	7–10
15(b)	How far was American intervention the cause of Allende's downfall? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: Having undermined the economy of Chile and reduced economic aid to what was a Communist regime, America's CIA worked with Brazil to train Chileans ready for a coup.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. No: It was economic unrest that caused the military coup that brought Pinochet to the fore. Whilst left wing leaders were being arrested, Allende committed suicide.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Section D: The Soviet Union and Eastern Europe

Question	Answer	Marks
16(a)	What was the New Economic Policy?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. Russia became less Communist.	2–6
	Level 3: Makes developed statements that answer the question. e.g. The NEP allowed Russian business owners, other than of coal, iron, power, steel, banks and transport, to trade for themselves once the tax to the country had been paid.	7–10
16(b)	‘Economic gain at a great social cost.’ How far do you agree with this assessment of Stalin’s Five-Year Plans? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: Productivity did rise in coal, iron, steel and power. However, the position of workers was poor – passports to allow workers to change jobs, spells in labour camps when targets were not met.	5–6
	Level 4: Explains the given factor and other factors Level 3 plus e.g. No: Education was promoted and children did attend schools. Women were seen as an equal part of the workforce and equality was the norm. Production of some required essentials failed e.g. shoes and soap were not seen as necessary to the status of the USSR.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
17(a)	Describe the economic recovery of the USSR after 1945.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. Industry and agriculture had to redevelop.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Five Year Plans were reintroduced to stimulate old industries and develop heavy industries again.	7–10
17(b)	‘The Russian people fought for their country rather than for Stalin during the Great Patriotic War.’ How far do you agree? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: He knew that people were proud of their heritage and would support the country more than their leader. Posters showed people of all cultural backgrounds responding to this call.	5–6
	Level 4: Explains the given factor and other factors L3 plus e.g. No: Propaganda was important. Soldiers were encouraged to fight through campaigns showing the military and technological superiority of Russian forces in the air and on the ground.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
18(a)	Describe the fall of Khrushchev.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. Policies becoming increasingly unpopular.	2–6
	Level 3: Makes developed statements that answer the question. e.g. The given reason was that he was ill.	7–10
18(b)	Was Brezhnev's social policy his main legacy to the USSR? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: He worked to improve the situation of workers – higher pay levels and access to more of life's necessities. Unemployment was removed. Social Security was brought in for everyone. Single unit flats replaced the communal living in most industrial towns. Also he signed up to the Helsinki Treaty on human rights.	5–6
	Level 4: Explains the given factor and other factors L3 plus e.g. No: Little happened on the human rights agenda. Groups established to monitor implementation were imprisoned, exiled or deported. Personal freedom was limited – Stalin could not be criticised. Books by Medvedev and Danilov were banned. Solzhenitsyn was expelled from the writers' union and his works rejected.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
19(a)	Describe the collapse of the Soviet Union.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. Eastern European countries held elections. Poland, Hungary and East Germany became independent.	2–6
	Level 3: Makes developed statements that answer the question. e.g. 1988 in Poland saw Solidarity organise anti-Government strikes. These forced the government to arrange for elections. June 1989 elections saw the Communists defeated.	7–10
19(b)	How far was management of industry the reason for Gorbachev's downfall? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: Miners in Siberia found that there was no soap to wash with. They went on strike – and it spread through Kazakhstan and the Ukraine.	5–6
	Level 4: Explains the given factor and other factors L3 plus e.g. No: people could not see the value of Gorbachev's reforms; the changes just needed time and goodwill to come through with positive outcomes. The Law on State Enterprises had made wages dependent on outcomes. As output was measured by its value in roubles, shortage meant higher value, so managers kept production low. They concentrated on high value things that could bring profit to them quickly.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
20(a)	How did the Soviet Union respond to the Hungarian Uprising.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. The Moscow asked Hungary to stay within the USSR.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Initially, Moscow accepted some changes, but could not see Hungary leave the Warsaw Pact. November 1956: the tanks rolled into Hungary. Two weeks of fighting followed.	7–10
20(b)	How similar were the periods of rule by Nagy and Kadar in Hungary? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Nagy: He released Cardinal Mindszenty from prison and began reforms similar to those agreed for Poland. However, he began to talk of leaving the Warsaw Pact.	5–6
	Level 4: Explains the given factor and other factors L3 plus e.g. Kadar planned the elimination of administrative direction of the economy, introduction of greater enterprise autonomy, cooperation between private and collective sectors in agriculture, economic regulation using price and credit policies, and central planning focused only on long-term objectives, similar lines to those taken by Nagy. However, the committee's proposals were never really implemented. Also, he supported the re-collectivisation of agriculture, albeit with support for machinery and with permits for selling some produce as an owned business.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Section E: Africa and the Middle East

Question	Answer	Marks
21(a)		10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g.: The UN had to be called to prevent a civil war.	2–6
	Level 3: Makes developed statements that answer the question. e.g.: The army withdrew support for Lumumba and Tshombe challenged his authority.	7–10
21(b)	How effective was the Unilateral Declaration of Independence, 1965, in satisfying the aims of Rhodesians? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: White Rhodesians were able to carry out their apartheid policies as trade restrictions from the UN and Britain failed to receive the support of countries such as Portugal and America, meaning that life in Rhodesia could continue unhindered and the Smith regime held on to control.	5–6
	Level 4: Explains the given factor and other factors L3 plus e.g. No: In a wave of African independence, black Africans were seeking a role in a democratic country. UDI prevented them from achieving this as the 200 000 white inhabitants insisted that black parties were banned.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
22(a)	What did the Convention for a Democratic South Africa (CODESA) achieve between 1991 and 1994?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. It organised the 1994 election.	2–6
	Level 3: Makes developed statements that answer the question. e.g. During the negotiations, De Klerk's government pushed for a two-phase transition with an appointed transitional government with a rotating presidency. The ANC pushed instead for a transition in a single stage to majority rule. Other sticking points included minority rights, decisions on a unitary or federal state, property rights, and indemnity from prosecution for politically motivated crimes. Following the collapse of CODESA II, bilateral negotiations between the ANC and the NP became the main negotiation channel. Two key negotiators were Cyril Ramaphosa of the ANC, and Roelf Meyer of the National Party, who formed a close friendship. It was Joe Slovo, leader of the South African Communist Party, who in 1992 proposed the breakthrough "sunset clause" for a coalition government for the five years following a democratic election, including guarantees and concessions to all sides.	7–10
22(b)	Who did more to end white minority rule: de Klerk or Mandela? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. de Klerk held a referendum to seek the support of white voters for a new constitution.	5–6
	Level 4: Explains the given factor and other factors L3 plus e.g. Mandela managed relations across South Africa so that the danger of wealthy whites leaving an impoverished country was reduced.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
23(a)	Describe relations between Arabs and Jewish settlers in Palestine in the 1920s.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. There was violence as Arabs saw Jews on their land.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Jews bought up land from Arabs, putting Jews on the land to work it. This annoyed Arabs who were asking for independence. There were riots in Jaffa and Tel Aviv in 1921. Differences continued, the next big outbreak of violence being in 1929 in Jerusalem. 133 Jews were killed and 116 Arabs, though these were mostly killed by British police.	7–10
23(b)	Was the Arab Rebellion, 1936–39, the main reason why the British left Palestine in 1948? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: The Civil War could not be stopped by the British and the white paper for a solution was one that recommended an independent Palestine with a shared government, Jews and Arabs, with a restriction on Jewish immigration.	5–6
	Level 4: Explains the given factor and other factors L3 plus e.g. No: Zionists targeted the British, campaigning against the British policy against Partition. 1946 saw the bombing of British forces by Jewish military. Attacks such as this, the knowledge that America supported Jewish forces and exhaustion from the Second World War caused Britain to hand the issue to the UN. Partition was decided upon.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
24(a)	Describe the outcomes of the Yom Kippur War, 1973.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. The Arabs were strong.	2–6
	Level 3: Makes developed statements that answer the question. e.g. The USSR and the USA demanded a ceasefire following the Israeli crossing of the Suez Canal, and the UN supported them. The Israelis were victorious. But, Arab forces were stronger than expected and unified. Anwar Sadat demonstrated that the Arabs deserved international support – and the attention of the USA.	7–10
24(b)	How successful was the Camp David Treaty in bringing about peace between Arabs and Israelis? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: It confirmed Israeli forces' withdrawal from Sinai, Israeli shipping to have free passage through the Suez Canal and the Straits of Tiran and Egypt's right to regain Sinai after 5 years.	5–6
	Level 4: Explains the given factor and other factors L3 plus e.g. No: Sadat was seen as breaking Arab ranks by negotiating. Even some Egyptians opposed him, leading to his assassination in 1981.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
25(a)	What were the political beliefs of Sati al-Husri?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. He was a nationalist.	2–6
	Level 3: Makes developed statements that answer the question. e.g. He viewed the nation as a living entity, and insisted on its long-standing historic existence, even if its members were unconscious of that or refused to be considered an Arab. For al-Husri, the basic constituent elements of a nation were a shared language and a shared history. He rejected the idea that other factors, such as state action, religion, or economic factors, could play a part in bringing about nationalist sentiment; this was solely an emotional phenomenon arising from unity of language and culture.	7–10
25(b)	‘The creation of the United Arab Republic in 1958 was the high point of Pan-Arabism.’ How far do you agree? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: Driven by the will of the people, leaders agreed to join Syria and Egypt in February 1958. There was an expectation that Iraq would follow.	5–6
	Level 4: Explains the given factor and other factors L3 plus e.g. No: Israeli moves to change the path of water from the River Jordan for economic reasons led to a conference of Arab leaders in Cairo in 1964. The PLO was established to show Palestinian solidarity.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Section F: Asia

Question	Answer	Marks
26(a)	Describe the strengths and weaknesses of both sides in the Civil War in China, 1946–49.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. The Guomindang had the stronger army.	2–6
	Level 3: Makes developed statements that answer the question. e.g. The Guomindang had American trained men and was armed with American weapons. The strength of the PLA was the way it fought – guerrilla attacks weakened the opposition. Keeping the army big by appealing to peasants gave the PLA strength. By 1948 it had the numbers to fight the Guomindang head-on.	7–10
26(b)	‘The main difference between Guomindang China and the Communist-controlled areas was that Guomindang areas became modernised.’ Do you agree? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: Guomindang China had modern railways, postal services and telecommunications. Modern industry was invited to site work in China e.g. ICI and Standard Oil. Paper money was introduced.	5–6
	Level 4: Explains the given factor and other factors L3 plus e.g. No: Both relied on past ways. National Unity was brought about through the respect given to ancient ways e.g. Li, I, Lian and Chih in Guomindang China. Equality and respect for those farming was a shared attitude. However, CCP China also modernised in some ways e.g. foot binding was abolished. The killing of babies was stopped and women were given respect.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
27(a)	What were the Red Guards?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. They were armies.	2–6
	Level 3: Makes developed statements that answer the question. e.g.: Students in Beijing formed into military groups called Red Guards. They began with the 4 Olds Campaign, destroying anything that was capitalist or bourgeois. Anything western was destroyed e.g. hair styles. Libraries, art galleries, schools and churches were burned down. They had the support of the PLA and were not opposed by the police.	7–10
27(b)	Was loss of education the most damaging effect of the Cultural Revolution in China? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Yes: It took so long to return society to 'normal' that it was reckoned that 120 million people were left unable to read. Progress was hindered.	5–6
	Level 4: Explains the given factor and other factors L3 plus No: When Mao was trying to put a stop to the destruction, he ordered the Red Guard to go to the country and learn from the peasants. The result was the disruption of farming and the damage of small industries.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
28(a)	Describe how democracy was introduced into Japan after the Second World War.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. There was to be a Parliament.	2–6
	Level 3: Makes developed statements that answer the question. e.g. Japan was forbidden to have armed forces. A democratic constitution was established in which ministers had to belong to a Diet. The role of Emperor became symbolic. Nationalist organisations were removed and people responsible for leading the war were accused of war crimes.	7–10
28(b)	How far can the establishment of a military dictatorship in Japan be blamed on the economic difficulties of the 1920s? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g.: The army was an elite group and challenged the government when prices rose.	5–6
	Level 4: Explains the given factor and other factors e.g.: No, it was loss of respect for the government caused by charges of corruption that led to the establishment of military control.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
29(a)	What were Iqbal's ideas about the future of India?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. He believed Jinnah should lead Muslims.	2–6
	Level 3: Makes developed statements that answer the question. e.g. During his stay in London for the study of law and philosophy he became a member of All India Muslim League's branch in London as he believed that Muslims were a political group. Afterwards in his historical speech at Allahabad in 1930, he proposed the creation of a separate homeland for the Muslims of the sub-continent. He proved to be the right hand of Quaid-e-Azam Muhammad Ali Jinnah, encouraging him to return to India to lead the march to freedom. He did not believe in a separate country for Muslims.	7–10
29(b)	Was Gandhi's non-violence movement the main reason why India was granted independence in 1947? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g. Argues that it was: he returned to India from South Africa in 1915, took control of and radically transformed the Indian nationalist movement, and led three great popular movements that eventually wore down the British government and led to Indian independence. These were the Non-Cooperation Movement, 1920–22, in conjunction with the Khilafat Movement for the restoration of the Caliphate in Turkey after the First World War (a coalition he proposed with Muslim political leaders in which he required his colleagues to accept him as Dictator – his word); the Civil Disobedience Movement, 1930–31 (unsuccessfully sought to be revived from 1932 to 1934); and the Quit India Movement of 1942. His apparent ability to give voice to the authentic spirit of the Indian masses was in stark contrast to those political leaders who used 'western' political idioms in pursuit of the goal of Indian independence.	5–6
	Level 4: Explains the given factor and other factors L3 plus Argues that it was not e.g. It was the violence experienced by the Muslims during the Congress Rule that caused Britain to realise that there were two different nationalities trying, and failing, to live together.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10

Question	Answer	Marks
30(a)	What decisions were reached by the Cobbold Commission, 1961–62?	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Makes simple statements that address the question. e.g. Support for Malaysia was quite strong.	2–6
	Level 3: Makes developed statements that answer the question. e.g. To quote: ‘About one-third of the population of each territory strongly favours early realisation of Malaysia without too much concern about terms and conditions. Another third, many of them favourable to the Malaysia project, ask, with varying degrees of emphasis, for conditions and safeguards varying in nature and extent: the warmth of support among this category would be markedly influenced by a firm expression of opinion by Governments that the detailed arrangements eventually agreed upon are in the best interests of the territories. The remaining third is divided between those who insist on independence before Malaysia is considered and those who would strongly prefer to see British rule continue for some years to come. If the conditions and reservations which they have put forward could be substantially met, the second category referred to above would generally support the proposals. Moreover once a firm decision was taken quite a number of the third category would be likely to abandon their opposition and decide to make the best of a doubtful job. There will remain a hard core, vocal and politically active, which will oppose Malaysia on any terms unless it is preceded by independence and self-government: this hard core might amount to near 20 per cent of the population of Sarawak and somewhat less in North Borneo.’	7–10
30(b)	How far did Indonesians gain from the rule of Sukarno? Explain your answer.	10
	Level 0: No response or response does not address the question	0
	Level 1: Makes general statements about the topic that do not address the question	1
	Level 2: Identifies/lists factors/describes	2–4
	Level 3: Explains the given factor or other factor e.g.: Yes, economic growth resulted from local management of services.	5–6
	Level 4: Explains the given factor and other factors e.g.: Support from the West was lost due to Communist alliances.	7–9
	Level 5: As Level 4 with additional reasoning to fully answer the question	10