



Cambridge Assessment International Education
Cambridge Ordinary Level

HISTORY (MODERN WORLD AFFAIRS)

2134/01

Paper 1 Modern World Affairs

October/November 2018

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **33** 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(a)	Describe the impact of the Treaty of St Germain on Austria-Hungary. 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) E.g. land was taken away and Austria was not allowed an army. Level 3: Makes developed statements that answer the question (7–10) E.g. the Austro-Hungarian Empire was split up. Land was lost: Bohemia and Moravia to the new Czechoslovakia and Bosnia and Herzegovina and Croatia to the new Yugoslavia.	10
1(b)	Was the German lack of involvement in negotiations the main reason they hated the Treaty of Versailles? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. German people believed that the armistice was a space for peace negotiations, not for the war to be deemed to be over. They felt that all aspects of the Treaty of Versailles were given to protect the countries that stated their victory. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: Germany had fought a war and had lost a lot during the fighting: men, weapons, industry and farmland. Germans thought that the reparations demand was excessive and unjust; £6 600 000 000 was an impossible sum for a country weakened by war to contemplate paying. This feeling did not weaken through the Ruhr Crisis and the Depression, Germans blamed Germany's weakness on the reparations bill. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
2(a)	Describe the Corfu crisis, 1923. 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) E.g. Italy became involved. Level 3: Makes developed statements that answer the question (7–10) E.g. the conference of ambassadors was used to overturn the League of Nations.	10
2(b)	‘The main weakness of the League of Nations in the 1920s was that America would not join.’ Do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. America was a large trading nation, one that had not been economically weakened by the First World War. Without American support, sanctions against any country could not be the threat that they needed to be if they were to stop aggression. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: the main weakness was that Britain and France, as signatories of the Peace of Paris treaties, were held responsible for policing the peace, and therefore, for representing the League of Nations. When there was a need for opposition to aggressive acts, both Britain and France found themselves in a difficult position; all of the responsibility but badly weakened by war and not able (or willing) to fund military action. Thus, the final threat did not exist in reality. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
3(a)	Describe the Battle of Britain, 1940. 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) E.g. it was an air campaign. Level 3: Makes developed statements that answer the question (7–10) E.g. use of radar gave Britain the advantage as the RAF knew when an attack was imminent.	10
3(b)	‘Poor planning by Germany was the main cause of the failure of Operation Barbarossa.’ Do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes, e.g. the Russian winter was so cold that German soldiers were dying at temperatures of –38. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: it was heavy rains that held up the German forces preventing them from capturing Leningrad and Moscow. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
4(a)	What was The Potsdam Conference? 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) E.g. it was the meeting between the Second World War victors to decide the future of Germany. Level 3: Makes developed statements that answer the question (7–10) E.g. Truman, Atlee and Stalin met to decide upon issues where no decision had been reached at Yalta.	10

Question	Answer	Marks
4(b)	How successful was Stalin's Foreign Policy after the Potsdam Conference up to 1948? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) E.g. Yes, it was: fearing defeat in the elections, Stalin is believed to have ordered the seizure of power in Czechoslovakia through an armed coup led by Czech communists. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No, it was not: The Berlin Blockade 1948–9 failed. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
5(a)	Describe the role of the United Nations during the Korean War. 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) E.g. the UN supported the forces in trying to establish a peace. Level 3: Makes developed statements that answer the question (7–10) E.g. the UN Security Council asked member states to support South Korea in its efforts to hold back North Korean forces.	10

Question	Answer	Marks
5(b)	‘The United Nations has been successful since the end of the Cold War.’ Do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes, it has: e.g. OCHA is able to co-ordinate foreign support, e.g. after the Boxing Day tsunami disaster that so badly affected Indonesia. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. no it has not: lack of an independent army has prevented the UN from stopping the 2002–5 war in Bosnia even though there was a UN mandate for it to happen, but neither side in the conflict was ready to stop fighting. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
6(a)	Describe the Munich Putsch, 1923. 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) E.g. Hitler tried to take control of Bavaria. Level 3: Makes developed statements that answer the question (7–10) E.g. on 9 November, 1923, Hitler forced members of the Bavarian government to support him in taking control of Bavaria.	10

Question	Answer	Marks
6(b)	‘The cultural development of Germany in the 1920s was the main achievement of the Weimar Republic.’ Do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) E.g. Yes, music, film and theatre all flourished under Stresemann’s leadership. Marlene Dietrich became an internationally acclaimed actress and singer. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. political developments such as the signing of the Locarno Treaties made Germany accepted in Europe as a member of the international community. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
7(a)	What measures were taken by Mussolini to increase food production in Italy? 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) E.g. more land was used to grow grain. Level 3: Makes developed statements that answer the question (7–10) E.g. under the Battle for Grain, land formerly used for growing olives, was put under the plough and the wheat production was increased to make Italy self- sufficient.	10

Question	Answer	Marks
7(b)	'Italians were happy to see weak government replaced.' Was this the main reason for Mussolini's support in Italy by 1922? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. the wave of strikes and civil disobedience could not be handled effectively by the Luigi Facta government or the Italian military. Mussolini promised better. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: it was his passion for a stronger, united Italy with its due rewards for fighting with the victors during the First World War, e.g. Fiume that endeared him to Italians. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
8(a)	Describe the establishment of the Second Republic in Spain in 1931. 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) E.g. the king abdicated. Level 3: Makes developed statements that answer the question (7–10) E.g. King Alphonso XIII abdicated following the success of the Republicans during the April 1931 elections. There was no bloodshed yet.	10

Question	Answer	Marks
8(b)	‘The Second Republic in Spain suffered more from internal divisions than from opposition groups up to 1936.’ How far do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. early decisions reached by the new government caused difficulties for parts of the right wing: a new party, the Ceda, was formed to defend the Church and the landlords. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: opposition from the left was violent e.g. powerful trade unions organised strikes, assassinations and riots, intent on overturning the government. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
9(a)	What was the Popular Front government in France? 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) E.g. the government in France in 1936. Level 3: Makes developed statements that answer the question (7–10) E.g. the left wing government in France in 1936.	10

Question	Answer	Marks
9(b)	‘The main impact of the Great Depression on France was that tourism declined.’ How far do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. British and American travellers were no longer able to visit the sights and enjoy the clubs of Paris, or holiday in coastal resorts. For a country with little to trade, this ended the opportunity to bring foreign money into France. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: The Depression took longer to have an impact on France because the French Economy depended less on international trade. However, when the slump did start in France it had a very damaging effect. After 1933 French industry went through a great crisis. As late as 1938 France had still failed to restore the level of national income to that of the 1920s. With a huge debt for money borrowed during the First World War and war pensions, the French government could not give its armed forces adequate weapons. The production of new aircraft fell and compared very badly with output in Germany. In one year, 1937, the French built 370 military aircraft while the Germans built 5606. The economic problems added to the bitter social divisions that existed in France. Unemployment trebled between 1931 and 1935. The membership of the French Communist Party rose dramatically at the same time. The Communist Party began to do very well in elections. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
10(a)	What was The European Free Trade Association (EFTA)? 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) E.g. it was about free trade after the Second World War. Level 3: Makes developed statements that answer the question (7–10) E.g. in 1960, Norway, Sweden, Britain, Switzerland and Austria set up a free trade area.	10

Question	Answer	Marks
10(b)	‘Failure to recover from the Second World War caused Britain to apply to join the European Economic Community (EEC) in 1961.’ How far do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes, e.g. 1945–1961 Britain's economy had risen by about 30%, while Germany's had risen by 90% and France's by 75%. Britain felt left behind. Level 4: Explains the given factor and other factors (7–9) L3 plus: No, e.g. the Commonwealth had been a factor in Britain not joining initially, but there were signs that the EEC may make special provision for Commonwealth and other former colonies to have a special relationship with the EEC. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
11(a)	Describe Republican support in the 1920s. 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) E.g. business men. Level 3: Makes developed statements that answer the question (7–10) E.g. businessmen who liked the economic freedom they were given.	10

Question	Answer	Marks
11(b)	‘Prohibition was good for the American economy.’ How far do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. The Temperance Society believed that the economy would be stronger with a dry workforce. Also, that families would be stronger and women less harmed. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: bootlegging cost the inland revenue taxes, while the cost of supervising the law was very costly. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
12(a)	Describe Roosevelt’s views on the role of government. 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) E.g. government should intervene. Level 3: Makes developed statements that answer the question (7–10) E.g. government funds should be used to meet the needs of the people.	10

Question	Answer	Marks
12(b)	Was the National Industrial Recovery Act (NIRA) the most significant part of the New Deal? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. this was designed to get people back to work permanently, stimulating industry as well as putting money in pockets that could be spent on manufactured items. The PWA and the NRA were established in the Act. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: the government took over the banks, and guaranteed that investors would not lose money if there was another crisis. Money began to flow into the banks again. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
13(a)	What were Nixon's foreign policies? 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) E.g. he was a peacemaker. Level 3: Makes developed statements that answer the question (7–10) E.g. he negotiated peace in Vietnam. This was popular, even when communists took South Vietnam later. He sought to improve relations with the USSR, visiting Moscow for the signing of an arms limitation treaty. He visited Mao in Beijing.	10

Question	Answer	Marks
13(b)	‘Reagan’s economic policies were largely successful.’ How far do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. supply-side economics saw government made smaller, taxes reduced and spending by government restricted (though not on defence). The intent was to grow the economy. Friedman and Hayek, 1944, were his policy theorists. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: sadly, the government failed to balance the budget because of defence spending and the plan failed in its early years. The economy went into recession, unemployment rose by 10% and there was inadequate spending on welfare. After 1983 the economy did begin to grow, but it was to the benefit of the wealthy, and paid for through the taxes on the poor. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
14(a)	What principles guided Martin Luther King’s leadership of the Civil Rights movement? 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) E.g. it must be peaceful. Level 3: Makes developed statements that answer the question (7–10) E.g. love must be the ideal; protest with courage but with dignity; within the law; history to view their work as showing the strengths of a great, Black, people.	10

Question	Answer	Marks
14(b)	Was the development of a black middle class in America the main reason for the growth of the Civil Rights movement in the 1950s? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. By 1955 almost 50% of all black people lived in northern industrial areas. These became more aware of political issues and had leadership qualities to start to address them. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: seeing Asian and African states begin to get independence made black Americans more aware of the unfairness of their situation. Action, therefore, grew. Also, failure of Truman to act quickly enough and the regrowth of KKK actions made black Americans see that action alone could put things right. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
15(a)	Describe Batista's economic policies in Cuba. 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) E.g. he allowed America to control the economy. Level 3: Makes developed statements that answer the question (7–10) E.g. he allowed American investment in key industries: sugar, tobacco, textiles, iron, nickel. America owned a good part of the electricity industry, railways and telecommunications. Exports were to America. The wealth from this was left in the hands of the few. There was no social security.	10

Question	Answer	Marks
15(b)	Was success at the Battle of Santa Clara the main reason why Castro was able to overthrow Batista? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. the rebels had taken the main road and set to move on Santa Clara. This was the battle that made Batista take flight, leaving the Castro to take power. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: the leadership by Che Guevara of hill rebels grew stronger as Batista took unreasonable measures against rebels captured: torturing them, murdering them – in fact, showing how brutal he was. This caused America to withdraw military assistance. Plus conditions that caused the opposition. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
16(a)	What was Gosplan? 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) E.g. it was the way the Five Year Plans were organised/it was about targets. Level 3: Makes developed statements that answer the question (7–10) E.g. Gosplan established targets for each part of an industry. E.g. for coal, the targets for the whole of the USSR were established, broken down into the targets for each area, for each mine and for each worker. These triggered rewards or sanctions. They were cited as the reason why some statistics of production were wrong.	10

Question	Answer	Marks
16(b)	Did Stalin's purges weaken or strengthen the USSR? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Strengthen: e.g. following the murder of Kirov in 1934, Stalin said publicly that this had been part of a plot aimed to kill himself and Molotov as well. This launched purges against those who he distrusted. These seem to have aimed at making the population afraid to do other than obey Stalin. His power grew more secure. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. weaken: however, the purge of the army left it unable to contribute effectively during the 1941–2 attack by Germany. Many of the best political, industrial and economic brains had been lost. The number of educated had fallen drastically. The USSR therefore found it more difficult to recover from the Second World War. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
17(a)	Describe the Battle of Kursk. 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) E.g. tank battle. Level 3: Makes developed statements that answer the question (7–10) E.g. tank battle that proved the superiority of the Soviets.	10

Question	Answer	Marks
17(b)	How far was Stalin's success in leading the USSR during the Great Patriotic War due to the establishment of the State Defence Committee? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. it undertook to convert the country's economy to provide for the needs of war. Among the economic tasks it supervised were mobilising the country's human resources for the needs of the front and the national economy, training reserves and cadres for the armed forces and industry, evacuating industry from threatened areas, moving industrial enterprises to regions liberated by the Red Army, restoring the war-ravaged national economy in the western areas of the country, and establishing the volume and time of delivery of military and other types of output by industry. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: the weather also contributed to Russian success. Heavy October rain slowed the German army down: –38 temperatures in November/December found them with inadequate clothing. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
18(a)	Describe Stalin's fourth Five-Year Plan, 1946–50. 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) E.g. a return to the principles of the first Five-Year Plan. Level 3: Makes developed statements that answer the question (7–10) E.g. a focus on heavy industry.	10

Question	Answer	Marks
18(b)	How similar were the social policies of Khrushchev and Brezhnev? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes they were similar: e.g. both wanted industry to ensure the contentedness of the population. Level 4: Explains the given factor and other factors (7–9) L3 plus: they were different e.g. Brezhnev was less tolerant of criticism than Khrushchev. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
19(a)	Describe the policy disagreements between Gorbachev and Yeltsin. 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) E.g. Gorbachev wanted to reform communism; Yeltsin wanted to destroy it. Level 3: Makes developed statements that answer the question (7–10) E.g. Gorbachev did not believe that the USSR would exist if states were not required to belong to it. Yeltsin wanted membership to be optional.	10

Question	Answer	Marks
19(b)	‘The rise of the oligarchs showed that Yeltsin’s “shock therapy” policy was a success.’ How far do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. it demonstrated the working of a free market economy. Those without the means to wait for prices to level out and for produce to become available sold their vouchers (10 000 roubles worth) to those who could afford to help them by buying the vouchers from them. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: Gaidar’s ideas were untested. The process was implemented too quickly. Prices rose as restraint was removed. Wages did not keep up. Sales fell and workers were left unemployed, many living on the edges of towns in tents. It prompted political opposition e.g. Gaidar’s replacement, Chernomyrdin re-imposed some controls on prices and profits but it was too late to undo the damage done. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
20(a)	Describe discontent in Czechoslovakia in the 1960s. 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) E.g. many still lived who remembered how much better life had been when Czechoslovakia was free. Level 3: Makes developed statements that answer the question (7–10) E.g. some countries within the Soviet ‘family’ were allowed freedoms e.g. Hungary, Poland and Romania successfully insisted that they would control their own economy. Yugoslavia and Albania carried on with their own version of communism. Czechoslovakia wanted to look after itself e.g. by being able to buy good grade iron from Sweden instead of Siberian poorer quality iron.	10

Question	Answer	Marks
20(b)	'It was pressure from other Communist countries that caused the Soviet Union to intervene against Dubcek's government.' Do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. East Germany was afraid that its government would be threatened by the ideas of Dubcek, and it held the border of the Iron Curtain. They supported the call for attack, along with troops from Hungary, Poland, Russia and Bulgaria. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: socialism with a human face was seen as a threat to central authority. Freedom of speech and freedom for the press would have spread across Warsaw Pact countries and potential outcomes were unthinkable. This was reinforced when Romania failed to respond to the call to support the invasion, preferring to work with Prague. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
21(a)	Describe the political situation in Rhodesia up to 1965. 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) E.g. white rule was maintained. Level 3: Makes developed statements that answer the question (7–10) E.g. facing a spread of nationalism, white governments in Central Africa persuaded Churchill's government to allow a union of three colonies: North and South Rhodesia and Nyasaland. This became the Central African federation; 300 000 Europeans intended to rule 8.5 million Africans.	10

Question	Answer	Marks
21(b)	‘Mugabe made every effort to reconcile minorities.’ How true was this of his rule during the early years of Zimbabwe? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. he spoke early in his new government about the need to work for reconciliation and unity, recognising the contribution of white farmers and businessmen to the economy of Zimbabwe. Whites were to have 20 seats in a 100 seat parliament. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. ZANU and ZAPU difficulties grew until armed confrontation saw Mugabe’s troops suppress ZAPU leaders. It was only stopped by an accord signed between Mugabe and Nkomo through which they shared power and whites lost their reserved seats. As farming difficulties grew as squatters were not removed and land under crop was reduced, there was a need to improve food output. As Mugabe’s following was reducing as times were hard and food short, he took actions to ensure his popularity – hence changes to landownership. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
22(a)	What were the main features of apartheid? 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) E.g. segregation. Level 3: Makes developed statements that answer the question (7–10) E.g. reservations, townships divided and weaker education for non-whites.	10

Question	Answer	Marks
22(b)	How successful was the South African government in preventing protest against apartheid? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes, they used the suppression of communism act. Level 4: Explains the given factor and other factors (7–9) L3 plus No E.g. they failed to prevent ANC uniting with Asian and coloured groups to form policy. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
23(a)	Describe the impact of the Second World War on Jewish-British relations in Palestine. 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) E.g. Jewish policy in Palestine was to support Britain during the Second World War. Level 3: Makes developed statements that answer the question (7–10) E.g. the Jewish Agency had agreed to the Peel commission's plan to partition Palestine, even though it was clear that they would have to fight to keep the land. In 1939, when Britain decided not to partition Palestine, campaigning against British policy began. In 1944, partition was again abandoned by Britain when Lord Moyne was murdered by the Stern Gang. When Britain announced no change to its policy, Zionists, who had lost 6 million members fighting, were not in a mood to be patient. In August 1945 they decided to work with Irgun and the Stern Gang to target British interests.	10

Question	Answer	Marks
23(b)	How far was the war in Palestine, 1948–49, a response to the United Nations Partition Plan? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. the Plan gave the larger portion of Palestine to Jews. Arabs did not want to give up any of their land. They wanted a home for the Jews elsewhere in the world – and they had the support of other Arab nations. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: it was the opportunity available when the British withdrew. When the announcement was made, attacks on Jews intensified. Starting as defending their lands, Jews soon became aggressive, seeking lands settled by the Jews but in Arab hands officially. It was also about Arab nations wanting control all of the land. It was also about Jerusalem. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
24(a)	What was Operation Defensive Shield in Palestine? 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) E.g. it was to prevent attacks by Palestinian groups on Israel/it was bombing Palestinian settlements. Level 3: Makes developed statements that answer the question (7–10) E.g. Israeli troops carried out raids on the West Bank and Gaza. They attacked and surrounded Arafat's HQ in Ramallah. They used gunships and fighter planes to attack and kill Palestinian militants in their homes and offices. Many innocent lives were lost.	10

Question	Answer	Marks
24(b)	Were the Jewish settlements on the West Bank the main obstacle to the peacemaking process? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. there were many Jewish settlements in Arab-held areas. These lands had been bought from Arabs in past decades and their owners were not for giving them up. However, they would need protection in an Arab-held area. Who should give it: Israeli troops still there supporting them? Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: Jerusalem was a big problem. Both wanted it as their capital. By the late 1990s, east Jerusalem, mostly Arab, was encircled by 150 000 Israelis in settlements. Also, what about Arab refugees? And also, the scope of any proposed Palestinian state. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
25(a)	Describe the social changes brought about by the Iranian revolution in 1979. 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) E.g. women's roles changed. Level 3: Makes developed statements that answer the question (7–10) E.g. new laws were passed, all based on the Koran. Education was to be Islamic. Western influences, such as pop music, were banned.	10

Question	Answer	Marks
25(b)	Was foreign intervention the main reason why the Iran-Iraq War, 1980–88, lasted so long? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes e.g. most Arab states supported Iraq, fearing Iranian forces may spread the area under Shiite control. Syria, on the other hand, supported Iran because of the rivalry with Iraq. Therefore the sides were balanced. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: Iran would not agree peace without the fall of Saddam and this drove the Iraqi population to a greater determination to defend their country. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
26(a)	Describe how northern China became united between 1926 and 1928. 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) E.g. the warlords were defeated. Level 3: Makes developed statements that answer the question (7–10) E.g. the March to the North began in 1926. One of the Guomindang armies captured Hankow. Another captured Nanjing. In some cases, warlords capitulated because their own armies joined the Guomindang.	10

Question	Answer	Marks
26(b)	How far was Mao successful in maintaining his rule over the Jiangxi Soviet against Guomindang attack, 1930–34? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. the division of land and the establishment of Peasant Councils earned Mao the support of the province. It also made it a target for Chiang Kai-shek, who launched extermination campaigns. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: his way of leading his army to lure the enemy into his territory before attacking them allowed Chiang Kai-shek to capture villages on their way. Millions of peasants were killed or starved to death as a result. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
27(a)	How did the rights of women in China change in the early 1950s? 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) E.g. women had more rights/there was a Marriage Law. Level 3: Makes developed statements that answer the question (7–10) E.g. April 1950 a Marriage Law was passed. It ended some of the worst features of women's lives. Acts made illegal included: arranged marriages, the marriage of children, killing of female babies, bigamy. There was shared ownership of property. Divorce by mutual consent was introduced. 1951 saw new laws allowing new mothers maternity benefits for the first two months.	10

Question	Answer	Marks
27(b)	Were the 'Anti' Campaigns the main reason for economic reform during the early days of the People's Republic of China? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. the Three-anti Campaign of 1951 made people focus on removing corruption, red tape and waste. The 1952 Five-anti Campaign focused on the removal of bribery, tax evasion, fraud, theft of government property and spying. These helped the economy. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: it was the strength of the Party that brought about economic change. Thought reform, the study of Mao's work, and closely monitored, Party led interest groups gave the Party a mass of people to call on when effect was wanted e.g. 'Swat the fly' campaign saw the death of millions of flies. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
28(a)	Describe the Mukden Incident, 1931. 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) E.g. soldiers from Japan invaded Mukden. Level 3: Makes developed statements that answer the question (7–10) E.g. Japan was fearful of the unification of northern areas, aware that it had need of a route to Korea. Officers of the Japanese Kwantung (Guandong) Army, which was stationed in Manchuria, initiated an incident in Mukden without the approval of the civil government of Japan. On the night of 18 September, 1931, Japanese troops used the pretext of an explosion along the Japanese-controlled South Manchurian Railway to occupy Mukden. On 21 September, Japanese reinforcements arrived from Korea, and the army began to expand throughout northern Manchuria. In Tokyo neither the high command of the Japanese army nor Prime Minister Wakatsuki Reijirō proved able to restrain the Kwangtung Army in the field. Within three months Japanese troops had spread throughout Manchuria. Wakatsuki's cabinet fell in December, and its successor reacted to a growing tide of public opinion by sanctioning the invasion.	10

Question	Answer	Marks
28(b)	‘By invading Manchuria in 1931 the Japanese army was acting recklessly.’ How far do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. the Japanese military leaders had planned something similar earlier and had been stopped. Kwantung Army Colonel Seishirō Itagaki and Lieutenant Colonel Kanji Ishiwara devised a plan to prompt Japan to invade Manchuria by provoking an incident from Chinese forces stationed nearby. However, the Japanese Minister of War Jirō Minami dispatched Major General Yoshitsugu Tatekawa to Manchuria for the specific purpose of curbing the insubordination and militarist behavior of the Kwantung Army. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: the government did not follow up and prevent a second plot, and, after it had caused the Japanese army to have reason to conquer Manchuria, the Japanese government responded to public feelings and got behind their military. Also, the Japanese government did not accept the findings of the Lytton Commission, preferring to pull out of the League of Nations than admit wrong-doing. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
29(a)	Describe Gandhi’s role in India’s struggle for independence. 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) E.g. he led congress. Level 3: Makes developed statements that answer the question (7–10) E.g. he led the Gandhi-Jinnah talks and participated in round table conferences.	10

Question	Answer	Marks
29(b)	‘It was in foreign policy that Zia ul-Haq was most successful.’ How far do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. during the Soviet Union’s invasion of Afghanistan, ul-Haq supported Muslim Afghanistan to drive off the invaders. In this they were supported by military assets and money from the USA. This brought wealth to Pakistan, recognition of being a Western supporter and international acclaim. However, it did bring the problem of 3 million refugees arriving in Pakistan from Afghanistan. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: Islamization was his key policy. Ulema were put on the Federal Court and, for the first time, were full time judges. Hudood Ordinances were passed, creating an Islamic Code of Law. Also, industry was reformed, nationalisation being replaced by former private owners. His rule saw GPR rise to 6.2%, amongst the highest in the world. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10

Question	Answer	Marks
30(a)	Describe the establishment of the Association of Southeast Asian Nations (ASEAN). 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) E.g. Asian countries worked together to form it. As set out in the ASEAN Declaration, the aims and purposes of ASEAN are: To accelerate economic growth, social progress, and cultural development in the region. To promote regional peace and stability. To promote collaboration and mutual assistance on matters of common interest. To provide assistance to each other in the form of training and research facilities. To collaborate for the better utilisation of agriculture and industry to raise the living standards of the people. To promote Southeast Asian studies. To maintain close, beneficial co-operation with existing international organisations with similar aims and purposes. Level 3: Makes developed statements that answer the question (7–10) E.g. ASEAN was prefigured by an organisation called the Association of Southeast Asia (ASA), a group consisting of the Philippines, Malaysia, and Thailand that was formed in 1961. ASEAN itself was inaugurated on 8 August 1967, when foreign ministers of five countries; Indonesia, Malaysia, the Philippines, Singapore, and Thailand, signed the ASEAN Declaration, more commonly known as the Bangkok Declaration. The creation of ASEAN was motivated by a common fear of communism, and a thirst for economic development. ASEAN grew when Brunei Darussalam became its sixth member on 7 January 1984, barely a week after gaining independence.	10

Question	Answer	Marks
30(b)	‘The economic community has been the most successful aspect of ASEAN.’ Do you agree? Explain your answer. Level 1: Makes points about the topic in general terms, but not applied to the question (1) Level 2: Identifies/lists factors/describes (2–4) Level 3: Explains the given factor or other factor (5–6) Yes: e.g. ASEAN is built on three pillars: the ASEAN Political-Security Community (APSC), the ASEAN Economic Community (AEC), and the ASEAN Socio-Cultural Community (ASCC). ASEAN seeks economic integration by creating an ASEAN Economic Community (AEC) by end-2015 to establish a common market. The average economic growth of ASEAN’s member nations during 1989–2009 was between 3.8% and 7%. This economic growth was greater than the average growth of the Asia-Pacific Economic Cooperation (APEC), which was 2.8%. The ASEAN Free Trade Area (AFTA) which was established on 28 January, 1992, includes a Common Effective Preferential Tariff (CEPT) to promote the free flow of goods between member states. When the AFTA agreement was originally signed, ASEAN had only six members (Brunei, Indonesia, Malaysia, the Philippines, Singapore, and Thailand). Vietnam joined in 1995, Laos and Burma in 1997, and Cambodia in 1999. The newcomers have not fully met AFTA’s obligations, but they are officially considered part of the AFTA as they were required to sign the agreement upon entry into ASEAN, and were given longer time frames in which to meet AFTA’s tariff reduction obligations. The next steps are to create a: Single-market and production base competitive economic region of equitable economic development region fully integrated into the global economy Since 2007, ASEAN countries have gradually lowered their import duties with member nations. The target is zero import duties by 2016. Level 4: Explains the given factor and other factors (7–9) L3 plus e.g. No: it has developed a unique way of working. The ‘ASEAN Way’ refers to a methodology or approach to solving issues that respects the cultural norms of Southeast Asia. Masilamani and Peterson summarise it as: ‘... a working process or style that is informal and personal. Policymakers constantly utilise compromise, consensus, and consultation in the informal decision-making process. It above all prioritizes a consensus-based, non-conflictual way of addressing problems. Quiet diplomacy allows ASEAN leaders to communicate without bringing the discussions into the public view. Members avoid embarrassment that may lead to further conflict’. Level 5: As Level 4 with additional reasoning to fully answer the question (10)	10