



HISTORY (MODERN WORLD AFFAIRS)

2134/01

Paper 1 Modern World Affairs

October/November 2016

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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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

Part (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]

Part (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.

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Section A

International Relations and Developments

1 (a) What were the terms of the Treaty of Saint-Germain?

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 signed by Austria and the Allies to end the war.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Austria was forbidden from political or economic union with Germany without the permission of the League of Nations.

(b) Was the weakening of German military strength the main effect of the Treaty of Versailles? Explain your answer.

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]
e.g. Yes: Having an army of only 100 000 volunteers made Germany vulnerable in Europe, where her enemies did not have to demilitarise.

Level 4: Explains the given factor and other factors [7–9]
As Level 3 plus e.g. No: The requirement to pay £6 600 000 000 in reparations severely damaged the German economy, especially as it was already weakened by war.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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2 (a) Describe the Bulgarian Crisis of 1925.

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. Greek troops invaded Bulgaria.

Level 3: Makes developed statements that answer the question [7–10]
e.g. A border incident that left some Greek soldiers dead saw Greek troops invade Bulgaria.

(b) How far did the agencies and commissions of the League of Nations meet their aims in the period up to 1939? Explain your answer.

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]
e.g. No: The Disarmament Commission was largely unsuccessful, winning only agreements from Britain, Japan, the USA and France to limit their navies at the 1921 Washington Conference.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Yes: The most successful agency was the Refugee committee that returned, it is estimated, 400 000 former prisoners of war and refugees back to their home countries.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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3 (a) What was the Holocaust?

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 is used to describe the killing of Jews by the Nazis.

Level 3: Makes developed statements that answer the question [7–10]
e.g. It describes the systematic eradication of Jews across Nazi controlled lands by mass murder by the Einstazgruppen forces within the SS, and the use of death camps.

(b) Was the strength of Allied land forces during the Second World War the most important reason for their success? Explain your answer.

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]
e.g. Yes: Following the Battle of Kursk, the Red Army forced the German infantry to retreat, through Poland and even to Berlin.

Level 4: Explains the given factor and other factors [7–9]
e.g. Level 3 plus No: The Battle for the Atlantic saw Britain continuing to receive supplies from Canada and the USA without which the war could not have continued. Priority was given to sinking U boats that attacked convoys. June–December 1943 saw 141 U Boats sunk for the loss of only 57 ships.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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4 (a) Describe the attempts at limiting nuclear weapons that were made between 1963 and 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. The USA and the USSR agreed to stop testing weapons.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The USA and the USSR signed a Nuclear Test Ban Treaty in 1963. It did not stop the development of weapons, but it limited the tests that could be carried out and so was important.

(b) Was Gorbachev responsible for the end of the Cold War? Explain your answer.

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]
e.g. Yes: Gorbachev needed to reduce spending on defence and to avoid the danger of nuclear war. Supported by the West for the policy of Glasnost, Gorbachev and Reagan signed the Intermediate Nuclear Forces Treaty 1987, agreeing to withdraw and dismantle large numbers of nuclear weapons.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: There were other reasons. The split between Russia and China in 1960 caused both to fear isolation. Both, therefore, tried to come to terms with the USA, being prepared to discuss the arms situation.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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5 (a) Describe Saddam Hussein's actions towards Kuwait in 1990.

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. Iraq invaded and annexed Kuwait in 1990. The United States attacked Iraq.

Level 3: Makes developed statements that answer the question [7–10]
 e.g. Iraq invaded and annexed Kuwait on August 2, 1990. A 28-nation allied force led by the United States attacked Iraq on January 16, 1991. In the subsequent 43-day war, fought mostly from the air, an estimated 150 000 Iraqi soldiers were killed and the same number captured, while the allies suffered fewer than 150 combat casualties.

(b) Was the United Nations responsible for the outcomes of the First Gulf War? Explain your answer.

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]
 e.g. Yes, the UN required members to use all 'necessary means to uphold and implement resolution 660 (1990) and all subsequent relevant resolutions and to restore international peace and security in the area', so permitting the invasion.

Level 4: Explains the given factor and other factors [7–9]
 Level 3 plus e.g. No, it was mainly a military success and without the armed forces of the USA there would not have been a successful outcome.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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Section B

Western Europe

6 (a) What was the Nazi 25 Point Programme?

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 political manifesto of the Nazi Party.

Level 3: Makes developed statements that answer the question [7–10]
e.g. It was the political manifesto of Anton Drexler's Nazi Party, written in 1920. It promised that the Nazis in power would abolish the Treaty of Versailles.

(b) To what extent was the Munich Putsch a disaster for the Nazi Party? Explain your answer.

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]
e.g. Yes: In 1923 the failure of the Putsch was a disaster for Hitler as he was not supported as expected by local people and he and other Nazi leaders were arrested.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: At the trial Hitler had the opportunity to explain his views about the Treaty of Versailles and the 'traitors of 1918', winning much support.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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7 (a) What happened in Fiume in 1919–20?

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 group of ex-soldiers entered the port of Fiume and stated that they had won it back for Italy.

Level 3: Makes developed statements that answer the question [7–10]

e.g. A group of 100 ex-soldiers, led by Gabriele D’Annunzio, entered the port of Fiume and stated that they had won it back for Italy, as promised in the Treaty of London.

(b) To what extent was Mussolini responsible for the rise to power of the Fascists in Italy? Explain your answer.

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]

e.g. No – by 1919 Italy seemed to be on the brink of a Communist revolution, and it was fear of this that drove many towards Fascism when strikes broke out in 1920.

Level 4: Explains the given factor and other factors [7–9]

Level 3 plus e.g. Yes – originally Fascism was seen as a revolutionary movement, spreading from town to town. It was Mussolini who prepared Fascism for a parliamentary struggle, legitimising the movement and setting up the National Fascist Party in 1921.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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8 (a) What was the nature of support for both Republicans and Nationalists from within Spain during the Spanish Civil 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 Church supported the Nationalists.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The cities of Cadiz, Saragossa, Seville and Burgos declared their support for the Nationalists.

(b) How far was foreign intervention in the Spanish Civil War voluntary in nature? Explain your answer.

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]
e.g. No – The ‘volunteers’ from Italy went to fight with Mussolini’s approval and many of these volunteers had a military background. Stalin supplied technical support.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Yes – International Brigade comprising of untrained volunteers from all over the world helped the Republicans.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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9 (a) What were the social consequences of the First World War for Britain?

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 worked.

Level 3: Makes developed statements that answer the question [7–10]
e.g. During the war, women had taken roles usually filled by men. After the war they were often unwilling to return to their former lives.

(b) How great was the impact of the General Strike on Britain in 1926? Explain your answer.

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]
e.g. On May 4th 1926 industry and transport came to a halt. Between 3 and 4 million workers stopped working. There were no newspapers and information was limited. Volunteers contributed to keeping things running.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Health, water, sanitation and food workers were not called out to strike by the TUC. After 9 days the TUC responded to the Gazette's description of its activities as an attack on the constitution and freedoms by calling off the General Strike. The miners continued alone until November 1926.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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10 (a) Describe Europe's first steps towards integration up to 1950.

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. NATO was established.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The USA promoted the foundation of a centralised European organisation that administered and organised the delivery of the massive economic help of the Plan Marshall. In 1948, the Organisation for European Economic Cooperation (OEEC) was established with this aim. This was one of the first institutions that involved a great part of Western European countries. OEEC helped to liberalise trade among the member States, introduced ideas in favour of monetary agreements and enhanced economic cooperation.

(b) How far did the existence of the Commonwealth explain Britain's unwillingness to join the European Economic Community (EEC) in 1957? Explain your answer.

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]
e.g. Yes: Thanks to this association, post-war Britain could still consider itself as an empire; moreover, they had commercial agreements. It was feared that joining the EEC would damage those special bonds with the Commonwealth; they could lose their commercial advantages.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: Concerning the political reasons, Britain feared that accession to the EEC could mean the end of the British nation. Indeed, the final aim of the European cooperation is to get supranational European institutions. Britain didn't want a European political union. This is a problem of sovereignty.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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Section C

The Americas

11 (a) What were the policies of the Republican governments in the USA 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. It supported big business.

Level 3: Makes developed statements that answer the question [7–10]
e.g. It made collective bargaining the only way for workers to improve their conditions by banning strikes.

(b) How far were the Roaring Twenties good for Americans? Explain your answer.

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]
e.g. Yes: Many people were encouraged by advertising to invest in new products that were available due to the development of electricity, e.g. vacuum cleaners and washing machines, making their lives easier.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: Americans who worked in agriculture had benefited from the need to supply Western Europe during World War 1, but during the 1920s Europe recovered sufficiently to do without this support, reducing net worth of agricultural exports from \$3.8bn 1919–20 to \$1.9bn 1920–21.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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12 (a) What was the New Deal that Roosevelt promised in 1932?

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 a programme of government action that was meant to help America out of the Depression.

Level 3: Makes developed statements that answer the question [7–10]
 e.g. It provided relief for victims of the Depression, e.g. by the government taking responsibility for the welfare of its citizens, and worked towards economic recovery, e.g. by supporting the recovery of banks through legislation and the backing of government in the form of aid and supervision.

(b) How far did the Alphabet Agencies provide the foundation for economic recovery in America? Explain your answer.

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]
 e.g. Yes: The Conservative Conservation Corps helped young unemployed men 18–25 to work on conservation projects, e.g. tree planting and flood control projects for money instead of the welfare vouchers that they could only use to buy food. This enabled spending to meet other needs.

Level 4: Explains the given factor and other factors [7–9]
 Level 3 plus e.g. No: The Tennessee Valley Authority was criticised for undermining local state government and promoting centralised control, taking away from locals the power to support areas of poverty appropriately. It also rode roughshod over the private electrical companies as it was establishing the first publicly owned electricity organisation in the USA, reducing competition and cutting money raised.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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13 (a) What was McCarthyism?

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 practice of making accusations of disloyalty, especially of pro-Communist activity, in many instances unsupported by proof or based on slight, doubtful or irrelevant evidence.

Level 3: Makes developed statements that answer the question [7–10]

e.g. February 9, 1950, claimed he had a list of 205 people in the State Department who were known members of the American Communist Party. The American public went crazy with the thought of seditious communists living within the United States. These people on the list were in fact not all communists; some had proven merely to be alcoholics or sexual deviants. He continued to investigate for over two years, relentlessly questioning numerous government departments and the panic arising from the witch-hunts and fear of communism became known as McCarthyism.

(b) How close did J. F. Kennedy come to achieving ‘The New Frontier’ during his presidency? Explain your answer.

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]

e.g. Yes: Kennedy’s vision for a New Frontier brought a number of domestic successes. In 1961, the Area Redevelopment Act was established to provide nearly \$400 million in benefits to “distressed areas” in order to combat chronic unemployment in impoverished cities and rural areas by increasing their levels of economic growth. Kennedy was also able to achieve increases in Social Security benefits and the minimum wage.

Level 4: Explains the given factor and other factors [7–9]

Level 3 plus e.g. No: Congress blocked Kennedy on the matters of health insurance for the elderly, work initiatives for youth and migrant workers, and federal aid for education. Other initiatives for mass transit and a new Department of Urban Affairs were also halted.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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14 (a) What was the role of the Supreme Court in the fight for Civil Rights?

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 Supreme Court listens to cases where people say the laws have been broken, e.g. where states are not following laws about access to schools.

Level 3: Makes developed statements that answer the question [7–10]

e.g. The Supreme Court protects minorities, e.g. cases are taken there when states do not allow access to schools or transport by black people in the southern states.

(b) Who was more significant in the struggle for Civil Rights in the USA: Malcolm X or Martin Luther King? Explain your answer.

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]

e.g. Malcolm X: Black Pride engaged many young black Americans in the fight for their rights. Even when he became more moderate, following his visit to Mecca, his support continued, putting pressure on governments to change the law.

Level 4: Explains the given factor and other factors [7–9]

Level 3 plus e.g. Martin Luther King believed in peaceful protest. Protesting without violence brought support from many white voters, promoting change in how politicians viewed the Civil Rights movement.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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15 (a) Describe how Castro came to power 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. Castro launched a revolution from exile in Mexico accompanied by Che Guevara.

Level 3: Makes developed statements that answer the question [7–10]
e.g. After building up a stock of guns and ammunition, Castro, Che Guevara, Juan Almeida and eighty other rebels arrived in Cuba in 1956. This group became known as the July 26 Movement (the date that Castro had attacked the Moncada barracks). Their plan was to set up their base in the Sierra Maestra mountains. When the guerrillas took control of territory they redistributed the land amongst the peasants. In return, the peasants helped the guerrillas against Batista's soldiers. In some cases, the peasants also joined Castro's army, as did students from the cities and occasionally Catholic priests.

(b) How far did Cubans gain as a result of Castro's rule? Explain your answer.

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]
e.g. Castro vastly expanded the country's social services, extending them to all classes of society on an equal basis. Educational and health services were made available to Cubans free of charge, and every citizen was guaranteed employment.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. All political dissent and opposition were ruthlessly suppressed. Many members of the Cuban upper and middle classes felt betrayed by these measures and chose to emigrate to the United States.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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Section D

The Soviet Union and Eastern Europe

16 (a) What was meant by War Communism in the Soviet Union?

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 process of supplying the Red Army during the Civil War.

Level 3: Makes developed statements that answer the question [7–10]
e.g. It describes the nationalisation of land, allowing the collection of food from farms.

(b) How far did the mutiny at the Kronstadt Naval Base weaken Lenin's government?
Explain your answer.

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]
e.g. No: The mutiny was easily put down by Trotsky's troops, so it did not have a materially weakening impact upon Lenin's military strength.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Yes: Lenin's Communist government was rocked by the mutiny amongst what had been their strong supporters in their revolution 1917–20. By 1921, this mutiny showed Lenin that something was wrong and the New Economic Policy was the result, weakening Communism but strengthening the economy.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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17 (a) Describe the German attack on Russia in 1941.

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 large German army attacked major cities in Russia.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The German army made a three pronged attack towards Leningrad, Moscow and the Ukraine.

(b) How far was Stalin's success in the Second World War dependent upon the support of his allies? Explain your answer.

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]
e.g. Yes: North Atlantic convoys, 78 convoys between August 1941 and May 1945 to Archangel and Murmansk, carried weapons, tanks and steel for the Soviet war effort.

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. No: It was local strength that won. At Kursk 1943, the Soviet T34 tank force's audacious tactics resulted in a disastrous defeat for the Germans, and the disorganised SS divisions withdrew, leaving 400 destroyed tanks behind, including between 70 and 100 Tigers and many Panthers. Those losses smashed the SS divisions' fighting power, and as a result Hoth's Fourth Panzer Army had no chance to achieve even a partial victory in the south.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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18 (a) Describe how the USSR was led between March 1953 (the death of Stalin) and 1956.

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. Roles were shared between Stalin’s supporters.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Stalin was succeeded by a collective leadership after his death in March 1953, consisting of Georgi Malenkov, Premier of the Soviet Union; Lavrentiy Beria, head of the Ministry of the Interior; and Nikita Khrushchev, First Secretary of the Central Committee of the Communist Party of the Soviet Union (CPSU). When Beria was removed, Khrushchev took responsibility for leadership.

(b) ‘It was spending on the military that caused the economic stagnation in Brezhnev’s USSR.’ Do you agree? Explain your answer.

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]
e.g. Yes: Soviets achieved parity with the United States in strategic nuclear weapons. This degree of spending left other sectors of the economy increasingly deprived of funds. Soviet agriculture, consumer goods industries, and health care services declined throughout the 1970s and early ’80s as a consequence, resulting in shortages and declining standards of living.

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. No: Their space programme overtook the American one. The cost was enormous.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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19 (a) Describe Yeltsin's election campaign of 1996.

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. Yeltsin sought financial support from businesses to enable him to run a vast campaign to win back popular support.

Level 3: Makes developed statements that answer the question [7–10]

e.g. A loan from the IMF enabled the back payment of wages and pensions to millions of Russians, the cheques arriving just before the election.

(b) Was economic freedom the most significant outcome of the Yeltsin years in Russia? Explain your answer.

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]

e.g. Yes: Economic freedom/a free market was introduced before the population had been taught/could cope with it. The outcome was a small number of incredibly wealthy people and the majority left struggling and facing hardship.

Level 4: Explains the given factor and other factors [7–9]

L3 plus e.g. No: The 1993 Constitution enabled citizens to meet in mass, to organise demonstrations, rallies and parades. This was a significant change in their rights. However, in reality it was not so significant – late in 1993 military force was used to remove a peaceful rally from in front of the Parliament building.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

Page 22	Mark Scheme	Syllabus	Paper
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20 (a) What was the Prague Spring?

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 Communism with more rights for people.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The Prague Spring of 1968 is the term used for the brief period of time when the government of Czechoslovakia led by Alexander Dubček seemingly wanted to democratise the nation and lessen the stranglehold Moscow had on the nation's affairs. 'Communism with a human face', but within the Warsaw Pact. The Prague Spring ended with a Soviet invasion, the removal of Alexander Dubček as party leader and an end to reform within Czechoslovakia.

(b) How revolutionary were the events of 1989 in Eastern Europe? Explain your answer.

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]
e.g. Yes: It was demonstrations in East Germany which led Erich Honeker to order troops to fire on the demonstrators as they were threatening peace. They refused.

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. Instructions from Gorbachev to leaders of Warsaw Pact countries that they should 'listen to their people' caused the Czech government to open its borders with the West and allow other political parties to be formed.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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Section E

Africa and the Middle East

21 (a) Describe the role of Jomo Kenyatta in Kenya, 1946–78.

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 became President in 1947.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The Kenya African Union was established in 1946, a popular independence movement that saw Kenyatta made President. He was imprisoned having been arrested for leading the Mau Mau, an accusation that was never proved and which he denied. Released in 1961, he fought for independence for Kenya, achieved in 1963, with Kenyatta leading the successful KANU Party.

(b) To what extent was negotiation the means to Algerian independence? Explain your answer.

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]
e.g. French *colons* negotiated for maintenance of the status quo – they enjoyed a good life in Algeria. The FLN led by Ahmed Ben Bella began to negotiate with France's new President, General Charles de Gaulle for independence.

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. The tactics used by Algerian forces were of concern to France as they mirrored those successfully used by Germany in 1940. Fearful of another defeat, 400 000 French soldiers led by General Massu faced them in a vicious and costly war that was strongly opposed by the mainland French.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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22 (a) Describe the life and work of Nelson Mandela.

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. Mr Mandela was a member of the ANC.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Mr Mandela joined the ANC in 1944 when it still looked for a peaceful end to apartheid. However, after Sharpeville he and the ANC became clear that armed force would be necessary to bring that end in sight.

(b) How far were white political groups in South Africa, 1918–1948, united in their aims? Explain your answer.

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]
e.g. No: White political groups were not united. They each viewed themselves differently: English was the language of government, but the Boers, 2/3 of the white population, saw themselves as Afrikaners, having Afrikaans as their language and their own schools, churches and views on blacks (the Dutch Reformed Church saw blacks as inferior).

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. Yes: They were united in needing to make a living, and when agricultural practices made this difficult, they needed to move to urban areas. The practice of subdividing and fragmenting a deceased farmer's estate among his heirs made this worse, often transforming large farms into small and uneconomic units for subsistence agriculture. The owners of these small tracts of land were incapable of generating and accumulating sufficient capital through their own efforts to obtain additional land for more productive farming. They rather sold off their land and moved to the cities in search of a better economic future.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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23 (a) Describe the 1947 Partition Plan for 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 established separate states for Jews and Arabs.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The resolution recommended the creation of independent Arab and Jewish States and the Special International Régime for the City of Jerusalem. The Partition Plan provided for the termination of the Mandate, the withdrawal of British armed forces and the delineation of boundaries between the two States and Jerusalem. The United Kingdom would withdraw no later than 1 August 1948. The new states would come into existence two months after the withdrawal, but no later than 1 October 1948. The Plan also called for Economic Union between the proposed states and for the protection of religious and minority rights.

(b) How well had Britain fulfilled the terms of its mandate ‘to allow Jewish immigration into Palestine and to protect the rights of the local Arab population’ by 1946? Explain your answer.

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]
e.g. Yes: From 1920–30, 100 000 Jews went to live in Palestine, adding to the 56 000 already living there. There were 700 000 Arabs living in Palestine. This was relatively problem-free.

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. No: In the 1930s, numbers of Jewish settlers increased to the point where Arabs were afraid of being outnumbered in their own country – the proportion had risen from 10% of Palestine’s population being Jewish in 1918 to 40% by 1939. Even the planned quota system, allowing 77 000 Jews to be given residence over the next 5 years did not calm Arab fears. Britain could not fulfil the terms of the mandate: 240 000 Jews were seeking a home in Palestine in 1946 alone.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

Page 26	Mark Scheme	Syllabus	Paper
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24 (a) What was the Egypt-Israel Peace Treaty, 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. It was the product of the Camp David talks.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Formalising the Camp David Accords, September 1978, proved difficult, but America supported both sides of the conflict to sign the formal agreement March 1979. It was longer than the 3 months promoted at Camp David, but an achievement.

(b) How far do you agree that Ariel Sharon was more successful as a military leader than as a political leader? Explain your answer.

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]
e.g. Military leader: Mr Sharon entered politics after the 1973 war but he became defence minister in 1981 and took charge of the invasion of Lebanon 1982, in an attempt to remove Palestine Liberation Organisation fighters who had carried out attacks across Israel's northern border.

It led to a massacre of civilians carried out by Christian militia in Beirut's Sabra and Shatila refugee camps. Ariel Sharon was found personally responsible by an Israeli inquiry for failing to prevent the massacre.

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. Political leader: Danny Ayalon, a former Israeli ambassador to the US under Ariel Sharon, said the late prime minister's decision to pull out of Gaza in 2005 had changed the political landscape and he was prepared to take creative steps towards a solution with the Palestinians.

But not everyone agreed: Hamas, Gaza's Islamist militant rulers since 2007, condemned him as a tyrant and said his death marked the "disappearance of a criminal whose hands were covered with Palestinian blood".

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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25 (a) What has been the role of the Arab League?

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 unites Arab countries.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Like similar organisations in the world whose goal is to look after their members' economic, political, cultural, national and religious interests, the Arab League has been active in helping the Arab world grow economically and culturally, while finding solutions to resolve conflicts both within the League and outside of it.

(b) How significant was anti-Americanism as a factor in causing the 1979 Iranian Revolution? Explain your answer.

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]
e.g. Yes: Many influential Iranians thought Iran was just a pawn of the USA. They attacked the Shah's pro-West policies.

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. No: It was the huge gap in wealth that caused many to see the wealthy as un-Islamic, seeking to create an Islamic state where all could share in the wealth.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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Section F

Asia

26 (a) Describe the events that took place during the Northern Expedition, 1926–28, in China.

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 defeat the Warlords.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Led by Chiang Kai-shek, the armies of the Guomindang captured Hankow in September 1926, setting up government.

(b) Was support from the Soviet Union the most important reason that Communism grew in China between 1921 and 1934? Explain your answer.

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]
e.g. Yes: Abram Joffe was sent to organise the Guomindang, and Galen and Borodin to make their armies strong enough to defeat the Warlords.

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. No: Mao believed that Communism in China was different from that in Russia, and that its support would come from rural areas. He worked among the peasants, throwing out landlords. He won support by sharing out the land. From here his Red Army grew. The Red Army earned the respect of Chinese people who sought to join them against the Japanese armies.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

Page 29	Mark Scheme	Syllabus	Paper
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27 (a) Describe the improvements made in industrial production in China between 1949 and 1957.

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. Mao used Five Year Plans to build industries.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Businesses belonging to foreigners were taken back, while those belonging to Chiang Kai-shek's followers were taxed so heavily that they were handed to the Communist state. Low, fixed pricing was introduced. Developments were supported by Russian money, machinery and expertise. Mao's first Five Year Plan was introduced in 1952, developing heavy industry and seeing the building of roads and railways.

(b) Was involvement of the masses the strength or the weakness of the Great Leap Forward in China between 1957 and 1960? Explain your answer.

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]
e.g. It was its strength: belief in the power of the Chinese people to identify ways of improving their lives and productivity was engaging. Communes developed and people undertook in groups what none could have done alone, e.g. building dams.

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. It was the weakness: It did not take into account training that would have improved outcomes, e.g. training in making iron furnaces would have helped and the quality would have been better; poor harvests led to grain being imported.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

Page 30	Mark Scheme	Syllabus	Paper
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28 (a) Describe Japan's economic growth in the 1980s.

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. Japan became a major provider of cars to the western world.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The price of fuel grew to the point where the American V8 was seen as less desirable than Japan's Honda or Datsun cars, causing investment that saw the Nikkei Index sore to its highest point by 1989.

(b) Was the policy of subsidising rural areas the main reason for low economic growth in Japan in the 1990s? Explain your answer.

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]
e.g. The Keiretsu conglomerates' practice of cross-holding each other's shares played a significant role in boosting stock prices and caused Japanese corporate wealth to balloon along with stock prices. In addition, many Japanese corporations practised a corporate invention known as 'zaitech' or 'financial engineering', in which speculative profits and capital gains were reported as income on corporate financial statements. Zaitch-practising firms obtained low-interest loans and used them to purchase stocks and real estate, which surged and helped the firms to report blowout earnings as long as asset prices continued to rise. Once investor confidence failed, the bubble burst and companies and property values fell. Even quantitative easing and currency interventions have found it difficult to promote economic growth.

Level 4: Explains the given factor and other factors [7–9]
L3 plus e.g. The downturn in mining caused towns to rebrand themselves, wasting much money in the process. Troubles began for Yubari, in Japan's isolated far north. Then-Mayor Tetsuji Nakata tried to reinvent the town under the slogan "From Coal Mines to Tourism". In came countless taxpayer-funded projects, including two hotels, a coal museum, golf course and museum of steam locomotives. Lack of on-going funding caused these ideas to fail and such areas continue to decline.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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29 (a) What issues caused the conflict over Kashmir between India and Pakistan?

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. Partition saw Muslims in Hindu Kashmir.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Agriculture in Pakistan needed the water supply from rivers that rose in Kashmir. The Hindu leader of Kashmir allied himself and his country to India, despite the Muslim majority in the state.

(b) Were agricultural reforms the most important changes made by Ayub Khan in the 1960s in Pakistan? Explain your answer.

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]
e.g. Argues that they were: Laws about the minimum size of farms resulted in increased production. Big landowners were forced to find tenants, improving the efficiency of farms. These, plus state support for irrigation, machinery and improved seed quality resulted in improved harvests.

Level 4: Explains the given factor and other factors [7–9]
L3 plus Argues that they were not: e.g. He took loans from the USA, Britain and Germany to establish an oil refinery and mining exploration. An economic union was set up with Iran and Turkey. A bonus scheme was introduced. Changes in industry led to an annual rate of economic growth of 7%, higher by 3 times than India's.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]

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30 (a) Describe how Malaya gained independence in 1957.

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. Peaceful negotiations led to independence for Malaya.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The first Prime Minister of Malaysia, Tunku Abdul Rahman Putra Al-Haj spearheaded the effort for independence, leading a delegation of ministers and political leaders of Malaya (now Malaysia) in negotiations with the British in London for Merdeka, or Independence. Just when it became clear that the Communist threat posed during the Malayan Emergency was getting out of hand, agreement was reached on February 8, 1956, for Malaya to gain independence from the British Empire. But for some reason it was decided that the official proclamation of independence would be made the next year, on August 31, 1957, at Stadium Merdeka (Independence Stadium) in Kuala Lumpur.

(b) 'The New Economic Policy (1970) in Malaysia was mainly caused by the race riots of 1969.' How far do you agree? Explain your answer.

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]
e.g. Yes: The Chinese business community had dominated the economic landscape since independence, bringing about racial tension as Malay people felt sidelined and suffered poverty.

Level 4: Explains the given factor and other factors [7–9]
e.g. No: It was about a change of government due to rioting: Malaysia's New Economic Policy (NEP) was first announced in 1970 as the principal policy response to the post-election race riots of May 1969, which also resulted in a significant regime change. There was widespread popular rejection of the ruling Alliance coalition as well as a 'palace coup' within the ruling United Malays National Organisation (UMNO) as the 'Young Turks' supporting then-Deputy Prime Minister Tun Abdul Razak sidelined Prime Minister Tunku Abdul Rahman, who had led the UMNO from 1951 and the country to independence in August 1957.

Level 5: As Level 4 with additional reasoning to fully answer the question [10]