

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge Ordinary Level

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## **MARK SCHEME for the May/June 2015 series**

### **2134 HISTORY (MODERN WORLD AFFAIRS)**

**2134/01**

Paper 1 (Modern World Affairs), maximum raw mark 80

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

#### (a) Questions

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

#### (b) Questions

- Level 0: No response or response does not answer 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 specific wording of individual questions.

**Section A**

**International Relations and Developments**

**1 (a) What were the aims of Lloyd George at the peace negotiations at the end of the First World War?**

**Level 0** [0]  
No response or response does not answer the question

**Level 1** [1]  
Makes general statements about the topic that do not address the question

**Level 2** [2–6]  
Makes simple statements that address the question  
e.g. Lloyd George wanted to preserve Britain’s trade.

**Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. Lloyd George wanted to preserve Britain’s trade and so he did not want to see Germany’s punishment/reparations bill make the country too poor to trade.

**(b) How far did the terms of the Paris peace treaties of 1919–20 satisfy Woodrow Wilson? Explain your answer.**

**Level 0** [0]  
No response or response does not answer the question

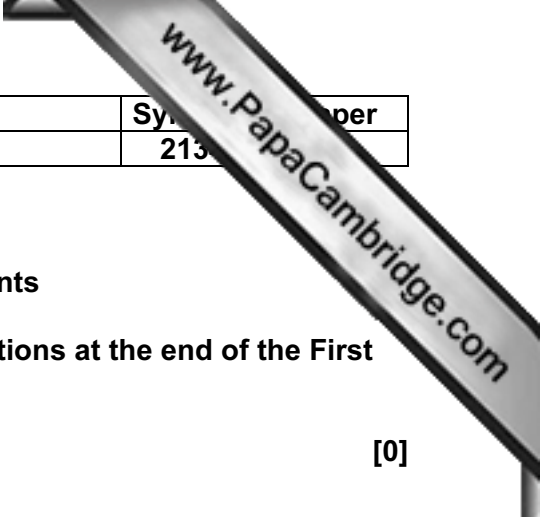
**Level 1** [1]  
Makes general statements about the topic that do not address the question

**Level 2** [2–4]  
Identifies/lists factors/describes

**Level 3** [5–6]  
Explains the given factor or other factor  
e.g. Wilson was satisfied that there was agreement about the establishment of a League of Nations that would maintain peace in Europe.

**Level 4** [7–9]  
Explains the given factor and other factors  
As Level 3 plus e.g. Wilson would have been dissatisfied with the way Poland was created as it had a significant German population, going against his wishes for national self-determination to allow populations to rule themselves.

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



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2 (a) Describe the attempts of the League of Nations to bring about disarmament.

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question

e.g. The League of Nations had a (Disarmament) Commission (to bring about disarmament).

[2–6]

**Level 3**

Makes developed statements that answer the question

e.g. In 1932 a Disarmament Conference was held but it failed because France demanded guarantees for its own safety and an army for the League of Nations which Germany would not accept because the same provision was not available for Germany.

[7–10]

(b) To what extent can Britain and France be held responsible for the failure of the League of Nations in the Abyssinian Crisis 1935–36? Explain your answer.

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor

e.g. The USA's failure to join the League left Britain and France to handle the issue. As both wanted to keep Italy on their side for opposing Germany where Hitler was growing in strength, they did not benefit from the more balanced view of the USA.

[5–6]

**Level 4**

Explains the given factor and other factors

Level 3 plus e.g. America's economic position required that the trade with Italy be preserved, so making reluctant to change position and support the early military intervention required.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

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**3 (a) Describe the events surrounding the evacuation of Dunkirk in 1940.**

**Level 0**

No response or response does not address the question

**Level 1**

Makes general statements about the topic that do not answer the question

[1]

**Level 2**

Makes simple statements that address the question

e.g. Pleasure boats and ferries supported the attempt to remove British soldiers from the Dunkirk beaches.

[2–6]

**Level 3**

Makes developed statements that answer the question

e.g. British troops were surprised when Nazi forces pushed them back to the coast and could not withstand the assault, meaning that they had to be rescued. More than 300 000 troops were rescued in May and June 1940.

[7–10]

**(b) How successful was Japan in the War in the Pacific from 1941 to the summer of 1945? Explain your answer.**

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor

e.g. At the height of Japanese strength, Japan had conquered lands in Thailand, China, New Guinea and held Borneo, Malaya and Java.

[5–6]

**Level 4**

Explains the given factor and other factors

e.g. Level 3 plus most naval battles saw Japan defeated, e.g. 1942 Battle of Midway and the Battle of the Coral Sea; 1944 the battle for Leyte Gulf.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

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4 (a) Describe the 1960 U2 Spy Plane incident.

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question

e.g. The American pilot of a spy plane was shot down and captured inside Soviet territory.

[2–6]

**Level 3**

Makes developed statements that answer the question

e.g. In 1960 Gary Powers, flying a U2 spy plane, was shot down over Russia. A summit between Eisenhower and Khrushchev was disrupted when the USA refused to apologise for spying on the Soviet Union.

[7–10]

(b) 'The main reason for the Berlin Blockade was Stalin's hostility towards the United States.' How far do you agree? Explain your answer.

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor

e.g. Stalin viewed the USA and capitalism as a threat to Communism, and so wanted to make secure the area under his control.

[5–6]

**Level 4**

Explains the given factor and other factors

Level 3 plus e.g. Stalin said he was defending the East German economy against the new currency in West Germany, which was ruining it.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

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5 (a) What did the United Nations Charter promise?

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question

e.g. It promised that countries would work together to prevent future wars.

[2–6]

**Level 3**

Makes developed statements that answer the question

e.g. It promised equal rights for all countries, whatever their size.

[7–10]

(b) How far was the outcome of the Korean War 1950–53 the result of US intervention?  
Explain your answer.

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor

e.g. By the time the American forces reached the Pusan Peninsular at the southern point of South Korea, the North Koreans had already overrun the rest of South Korea, so the support given by the US can be seen as preventing a N Korean victory.

[5–6]

**Level 4**

Explains the given factor and other factors

Level 3 plus e.g. concerns about the involvement of Chinese and possibly the Russian armies limited American aspirations.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

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**Section B**

**Western Europe**

**6 (a) Describe the policies of Hitler’s Germany towards young people.**

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–6]  
Makes simple statements that address the question  
e.g. Hitler Youth groups were set up.
- Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. Hitler Youth organised camps, sports, hikes and competitions as well as military training to teach young boys to support the Nazi government.

**(b) ‘Germans gained from Nazi rule.’ How far do you agree? Explain your answer.**

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–4]  
Identifies/lists factors/describes
- Level 3** [5–6]  
Explains the given factor or other factor  
e.g. Germans benefited from the improved housing and roads that resulted from the policies of Schacht, the Economics Minister.
- Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus e.g. while Aryans were well treated in Nazi Germany, Jews, gypsies and homosexuals were not. Jews were banned from working in the Civil Service in April 1933.
- Level 5** [10]  
As Level 4 with additional reasoning to fully answer the question



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**7 (a) Describe events surrounding the March on Rome.**

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question  
e.g. Mussolini travelled to Rome to take power.

[2–6]

**Level 3**

Makes developed statements that answer the question  
e.g. Initially Mussolini was encouraged to travel to Rome to take power by force, but King Victor Emmanuel invited him there to be Prime Minister. Most of the journey was by train, but followers joined to make it look like a force entering Rome.

[7–10]

**(b) How far did Mussolini's rule change Italian society? Explain your answer.**

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor  
e.g. Political freedom was reduced. It became about opposition to Mussolini, e.g. when Matteotti was kidnapped and murdered, the king supported Mussolini when he was accused of complicity and allowed laws to be passed that restricted opposition.

[5–6]

**Level 4**

Explains the given factor and other factors  
Level 3 plus e.g. law and order, the post war breakdown of which was damaging the Italian economy, became a focus; a lawful society was reinstated by the establishment of a military regime.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

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8 (a) Describe the events in Spain during the strikes of 1934.

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question  
e.g. Strike action was poorly organised across Spain.

[2–6]

**Level 3**

Makes developed statements that answer the question  
e.g. The arrest of the Revolutionary Committee removed the only significant organising control over the strikes.

[7–10]

(b) 'The victory of the Popular Front in the election of 1936 was the main cause of the Spanish Civil War.' How far do you agree? Explain your answer.

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor  
e.g. One main reason for the civil war was the military uprising in 1936. The uprising in the Spanish Civil War was led by Francisco Franco, backed and supported by other countries such as Italy and Germany.

[5–6]

**Level 4**

Explains the given factor and other factors  
Level 3 plus e.g. President Azana had already lost the support of workers by 1933 and, after the socialists withdrew their support from it, more and more public disturbances occurred and the government clearly lost control of Spain.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

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9 (a) Describe the Home Front in Britain during the Phoney War from late 1939 to early 1940.

**Level 0**  
No response or response does not answer the question [0]

**Level 1** [1]  
Makes general statements about the topic that do not address the question

**Level 2** [2–6]  
Makes simple statements that address the question  
e.g. Britain prepared for war.

**Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. Britain built defences, e.g. trenches in London, and began to evacuate children from the capital.

(b) How badly damaged was Britain by the Blitz 1940–41? Explain your answer.

**Level 0** [0]  
No response or response does not answer the question

**Level 1** [1]  
Makes general statements about the topic that do not address the question

**Level 2** [2–4]  
Identifies/lists factors/describes

**Level 3** [5–6]  
Explains the given factor or other factor  
e.g. 43 000 civilians in London and other towns were killed.

**Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus e.g. the Blitz drew the people of Britain together in support of the war effort.  
Morale was raised.

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

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10 (a) What made Western European countries move towards closer economic co-operation after the end of the Second World War?

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question

e.g. There were benefits in trading if countries made agreements to support each other.

[2–6]

**Level 3**

Makes developed statements that answer the question

e.g. Mass production methods could only efficiently be used where there was a guarantee of a large number of customers. Therefore a union for trade would be beneficial.

[7–10]

(b) How successfully did the European Economic Community (EEC) develop up to 1992? Explain your answer.

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor

e.g. The EEC aimed at reducing the 'cost of non-Europe' - that is, of stimulating trade between and economic activity in member states by creating a larger free trade area.

This simple idea was to see the costs of European business reduced by removing internal tariffs and standardising regulation. Internal tariff and quota barriers within the EU were abolished in 1968 – 18 months ahead of schedule.

[5–6]

**Level 4**

Explains the given factor and other factors

Level 3 plus e.g. in the absence of strong supranational and intergovernmental decision-making structures, it proved difficult to make progress on the more intangible barriers to free movement of goods, services, capital and labour, such as national regulation, protectionist attitudes and divergent fiscal regimes. The oil crises of 1973 and 1980 reinforced protectionist attitudes where they survived.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

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**Section C**

**The Americas**

**11 (a) Describe the difficulties of life in rural areas of the USA in the 1920s.**

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–6]  
Makes simple statements that address the question  
e.g. Farming in 1920s USA brought a life of poverty.
- Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. Falling prices and developing machinery made many southern farmers too poor to be able to feed their families adequately.

**(b) How tolerant a society was the USA in the 1920s? Explain your answer.**

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–4]  
Identifies/lists factors/describes
- Level 3** [5–6]  
Explains the given factor or other factor  
e.g. People with more money could enjoy the new permissive age and enjoy jazz and dancehall entertainment.
- Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus e.g. Prohibition saw the banning of the manufacture and sale of alcohol.
- Level 5** [10]  
As Level 4 with additional reasoning to fully answer the question

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**12 (a) Describe how Hoover dealt with the Bonus Marchers.**

- Level 0**  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–6]  
Makes simple statements that address the question  
e.g. Hoover gave MacArthur specific orders to remove the veterans from the heart of Washington.
- Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. Hoover gave MacArthur specific orders to remove the veterans from the heart of Washington; troops did so, wielding drawn swords and carrying tear-gas canisters. But in direct contravention of Hoover's orders, the imperious MacArthur drove the veterans from their camp at Anacostia Flats into the Maryland countryside.

**(b) 'Roosevelt's promises won him the 1932 Presidential Election.' How far do you agree? Explain your answer.**

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–4]  
Identifies/lists factors/describes
- Level 3** [5–6]  
Explains the given factor or other factor  
e.g. Roosevelt won support through the 16 major speeches he made in a 20 000 kilometre campaign trip promising a New Deal to tackle the Depression.
- Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus e.g. President Hoover's attempts to restart the economy by cutting taxes in 1930 and 1931 and introducing trade tariffs had failed.
- Level 5** [10]  
As Level 4 with additional reasoning to fully answer the question

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**13 (a) Describe America’s contribution to space exploration in the 1960s.**

- Level 0**  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–6]  
Makes simple statements that address the question  
e.g. JFK committed funding to research so that an American could land on the moon and return.
- Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. Research funding allowed John Glenn to become the first American to orbit the Earth in ‘Friendship’ and return safely.

**(b) Which president did more to improve American society, Kennedy or Johnson? Explain your answer.**

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes points about the topic in general terms, but not applied to the question
- Level 2** [2–4]  
Identifies/lists factors/describes
- Level 3** [5–6]  
Explains the given factor or other factors  
e.g. Johnson’s Civil Rights Act demanded integration in shops, cinemas and restaurants, extending civil rights.
- Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus e.g. Kennedy promoted the rights of black Americans to transport and education.
- Level 5** [10]  
As Level 4 with additional reasoning to fully answer the question

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**14 (a) What happened at the 1963 March on Washington?**

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question  
e.g. It was held to demand Civil Rights legislation.

[2–6]

**Level 3**

Makes developed statements that answer the question  
e.g. Planned by Martin Luther King, it was a peaceful March of 250 000 people to Washington. It culminated in the 'I have a dream' speech.

[7–10]

**(b) 'The support of white activists was the main reason for the success of civil rights campaigns in the 1960s.' How far do you agree? Explain your answer.**

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor  
e.g. On May 4, the Freedom Riders, composed of seven African-American and six white activists, leave Washington, D.C. for the rigidly segregated Deep South. Organised by the Congress of Racial Equality (CORE), their goal is to test *Boynton v. Virginia*. Following attacks on them, on May 29, President Kennedy announces that he has ordered the Interstate Commerce Commission to enact stricter regulations and fines for buses and facilities that refuse to integrate. Young white and black activists continue to make Freedom Rides.

[5–6]

**Level 4**

Explains the given factor and other factors  
Level 3 plus e.g. presidential support was also crucial: on June 11, President Kennedy delivers a speech on civil rights from the Oval Office, specifically explaining why he sent the National Guard to allow the admittance of two African-American students to the University of Alabama.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]



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**15 (a) Describe how Allende came to power in Chile.**

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question  
e.g. He was voted into power.

[2–6]

**Level 3**

Makes developed statements that answer the question  
e.g. In 1970 he was the first Marxist to gain victory at national level through a democratic election. He was supported by the Christian Democrats.

[7–10]

**(b) How far were Allende’s economic policies responsible for his downfall? Explain your answer.**

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor  
e.g. He nationalised industry and land/property, reducing his support base as poverty followed.

[5–6]

**Level 4**

Explains the given factor and other factors  
Level 3 plus e.g. military opposition supported by the USA’s CIA resulted in a successful coup to remove Allende from power.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

**Section D**

**The Soviet Union and Eastern Europe**

**16 (a) Describe the first Five Year Plan.**

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–6]  
Makes simple statements that address the question  
e.g. It was to see heavy industry and power grow.
- Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. It was to increase the amount of coal mined, aiming for 76.2 million tons (from 36 million tons).

**(b) How significant was the murder of Kirov to the establishment of Stalin’s dictatorship? Explain your answer.**

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–4]  
Identifies/lists factors/describes
- Level 3** [5–6]  
Explains the given factor or other factor  
e.g. It led to the Purges that allowed Stalin to remove those whom he saw as a threat to him, such as the old Bolsheviks.
- Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus e.g. changes to education, removed books deemed to be against the Soviet Union and reinforced the authority of Stalin by controlling what children should be taught.
- Level 5** [10]  
As Level 4 with additional reasoning to fully answer the question

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**17 (a) Describe the Battle of Stalingrad.**

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question  
e.g. Zhukov trapped the Germans in Stalingrad.

[2–6]

**Level 3**

Makes developed statements that answer the question  
e.g. The bulk of the Sixth Army – some 250 000 to 300 000 men – was in the city and Zhukov, having used his resources to go around the city, north and south, had trapped the Germans in Stalingrad. Paulus could have broken out of this trap in the first stages of Zhukov’s attack but was forbidden from doing so by Hitler.

[7–10]

**(b) Which did more to affect Stalin’s relationship with his people during the Great Patriotic War, his actions or propaganda? Explain your answer.**

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor  
e.g. There was great pride in Russia for the achievements in the Great Patriotic War, and Stalin was held in reverence for driving German forces back and reclaiming much lost territory.

[5–6]

**Level 4**

Explains the given factor and other factors  
Level 3 plus e.g. the works of Denisov, e.g. ‘*The steel broom of the Red Army has swept away all the varmints!*’ of 1945 helped to raise morale in Russia and hence support for Stalin.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

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**18 (a) What was de-Stalinisation?**

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question

e.g. It was Khrushchev's policy to remove the worst of Stalin's policies.

[2–6]

**Level 3**

Makes developed statements that answer the question

e.g. It was Khrushchev's policy to remove the worst of Stalin's policies, e.g. by releasing political prisoners.

[7–10]

**(b) How successful were Khrushchev's economic policies? Explain your answer.**

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor

e.g. The area of Russia under grain was expanded to increase food availability for an increasingly non-agrarian population.

[5–6]

**Level 4**

Explains the given factor and other factors

Level 3 plus e.g. production methods for consumer items remained under-developed, causing a constant shortfall in relation to income levels in towns.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

Page 21	Mark Scheme	System Paper
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**19 (a) What was Perestroika?**

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question  
e.g. Perestroika means economic restructuring.

[2–6]

**Level 3**

Makes developed statements that answer the question  
e.g. Perestroika means replacing an excessively controlled economic system with one that has a focus on democratic operation and self-management.

[7–10]

**(b) How far was the collapse of the Soviet Union caused by the breakdown of central authority? Explain your answer.**

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor  
e.g. Glasnost encouraged opposition to the one-party system and held out hopes of change. People felt that they could oppose the government.

[5–6]

**Level 4**

Explains the given factor and other factors  
Level 3 plus e.g. hunger and shortages resulting from poor production systems led all regions and units within the Soviet Union to seek to look after themselves. Traditional views became less important.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]

Page 22	Mark Scheme	System Paper
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**20 (a) Describe the role of Gierek in Poland.**

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question

e.g. Gierek was First Secretary of the Communist Party from December 1970, after the December Massacre.

[2–6]

**Level 3**

Makes developed statements that answer the question

e.g. Gierek took over control of Poland at a time of great hardship, when food and fuel prices had been increased due to shortages. He oversaw the import of food and fuel, reduced prices and increased wages.

[7–10]

**(b) To what extent was Poland’s achievement of freedom from the USSR caused by non-violent resistance? Explain your answer.**

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor

e.g. It was food shortages in the summer of 1980 that led to the strikes which were settled by the Gdansk agreement, allowing strikes, the right to form trade unions and promises regarding pensions, wages and working conditions.

[5–6]

**Level 4**

Explains the given factor and other factors

Level 3 plus e.g. passive resistance during the period of martial law (imposed by Jaruzelski) created a feeling that Solidarity was honourable, so that, when the economic situation required Jaruzelski to negotiate with Solidarity, demands for free elections were met, leading to Lech Walesa being elected as President in the first free presidential elections.

[7–9]

**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 achievements of the Organisation of African Unity (OAU).**

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–6]  
Makes simple statements that address the question  
e.g. African countries formed a trade area.
- Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. In 1991 the presidents of 51 countries signed a treaty to form a body like the EU by 2025.

**(b) How far did independence bring social, political and economic benefits to Ghana? Explain your answer.**

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–4]  
Identifies/lists factors/describes
- Level 3** [5–6]  
Explains the given factor or other factor  
e.g. Independence brought unprepared leaders to power. These were sometimes at the mercy of foreign powers, e.g. Nkrumah. Communist policies brought opposition and led to his downfall.
- Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus e.g. independence allowed Ghana to join with other African countries, e.g. 1975, the Economic Community of West African States.
- Level 5** [10]  
As Level 4 with additional reasoning to fully answer the question

Page 24	Mark Scheme	System Paper
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**22 (a) What were Bantustans?**

**Level 0**

No response or response does not answer the question

**Level 1**

[1]

Makes general statements about the topic that do not address the question

**Level 2**

[2–6]

Makes simple statements that address the question

e.g. Bantustans were areas of land set aside for the black people in South Africa to live in.

**Level 3**

[7–10]

Makes developed statements that answer the question

e.g. Bantustans were areas of land set aside for the black people in South Africa to live and work in. The idea was that that they wanted to lead separate and different lives from the white population.

**(b) How important was international pressure in ending apartheid? Explain your answer.**

**Level 0**

[0]

No response or response does not answer the question

**Level 1**

[1]

Makes general statements about the topic that do not address the question

**Level 2**

[2–4]

Identifies/lists factors/describes

**Level 3**

[5–6]

Explains the given factor or other factor

e.g. Sports events such as rugby and cricket matches were cancelled in protest at apartheid policies, raising international awareness and leading to damaging trade sanctions.

**Level 4**

[7–9]

Explains the given factor and other factors

Level 3 plus e.g. black leaders and the way they were treated brought international condemnation, e.g. ANC and the imprisonment of Mandela; the work of Luthuli and the awarding of the Peace Prize to Desmond Tutu.

**Level 5**

[10]

As Level 4 with additional reasoning to fully answer the question



Page 25	Mark Scheme	System Paper
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**23 (a) What was Zionism and what did it achieve?**

**Level 0**

No response or response does not answer the question

**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. Zionism is about a homeland for the Jews.

**Level 3**

Makes developed statements that answer the question [7–10]  
e.g. Zionism was/is a movement that seeks international agreement for a homeland for the Jews to be established in Palestine.

**(b) How important was the Second World War in making the British Mandate in Palestine impossible to manage? Explain your answer.**

**Level 0**

No response or response does not answer 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 Second World War in Germany led European Jews to fear for their lives, leading to the need for Palestine to open its borders to 100 000 Jews. This plan was rejected by the Arabs there. GB could do no more and resigned the mandate.

**Level 4**

Explains the given factor and other factors [7–9]  
Level 3 plus e.g. civil war between Jews and Arabs 1936–39 caused GB to lose political focus, try to mediate and even to change sides with changing circumstances. As it was failing, so the mandate was resigned.

**Level 5**

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

Page 26	Mark Scheme	System Paper
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24 (a) What were the aims of Yassir Arafat as leader of the Palestine Liberation Organisation (PLO)?

**Level 0** [0]  
No response or response does not answer the question

**Level 1** [1]  
Makes general statements about the topic that do not address the question

**Level 2** [2–6]  
Makes simple statements that address the question  
e.g. He aimed to promote the Arab problem worldwide.

**Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. YA aimed to win the financial support of Arab countries so that he could buy weapons, work to unite Arab countries and maintain world awareness of the Arab problem.

(b) How important has negotiation been since 1970 in working towards a Palestinian state? Explain your answer.

**Level 0** [0]  
No response or response does not answer the question

**Level 1** [1]  
Makes general statements about the topic that do not address the question

**Level 2** [2–4]  
Identifies/lists factors/describes

**Level 3** [5–6]  
Explains the given factor or other factor  
e.g. The 1978 meetings at Camp David between Israeli and Egyptian leaders led to a gradual withdrawal from Sinai, though such moves have not been popular in those countries.

**Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus e.g. in 1970–71, Palestinians tried to take over Jordan but failed, being crushed by King Hussein.

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

Page 27	Mark Scheme	System Paper
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**25 (a) Describe the impact of the 1979 Revolution in Iran up to 1989.**

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question  
e.g. Women have lost freedoms.

[2–6]

**Level 3**

Makes developed statements that answer the question  
e.g. Women have been restricted in their activities both outside and within the home. The role of women has reversed to being as carers of children and servants of husbands. Archaic laws have been introduced and made part of the legal system. These include the mandatory wearing of the veil, prohibition on inter-gender contact and restrictions on political activity.

[7–10]

**(b) How damaging to the Arab League has the Israeli-Palestinian conflict been since 1989? Explain your answer.**

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor  
e.g. It is damaging: 2002 Libyan Muammar Gaddafi threatened to withdraw from the Arab League if it was unable to solve the Israeli-Palestinian conflict.

[5–6]

**Level 4**

Explains the given factor and other factors  
Level 3 plus e.g. 1996 saw the AL handle the water conflict between Turkey, Iraq and Syria effectively: they were told to share equitably the waters of the Rivers Euphrates and Tigris.

[7–9]

**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 tactics used by the Communists against the Japanese in China 1937–45.

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–6]  
Makes simple statements that address the question  
e.g. The CCP and the Guomintang stood together against Japanese forces in China, though the CCP were seen to be more effective.
- Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. The Communists fought using guerrilla tactics: they did not meet the Japanese forces head on, but attacked them when they were at rest, retired for the night or retreating. Otherwise, they were out of sight.

(b) How far do you agree that the Guomintang lost the Chinese Civil War because of its own weaknesses? Explain your answer.

- Level 0** [0]  
No response or response does not answer the question
- Level 1** [1]  
Makes general statements about the topic that do not address the question
- Level 2** [2–4]  
Identifies/lists factors/describes
- Level 3** [5–6]  
Explains the given factor or other factor  
Addresses one side of the question, e.g. Communists won the Civil War because they had centralised forces, able to pick off the forces of Jiang that were spread in pockets around the countryside surrounding the Communist controlled area.
- Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus e.g. the Civil War was lost by the Guomintang forces whose leaders failed to address morale issues, leading to soldiers changing sides and taking their American weapons with them.
- Level 5** [10]  
As Level 4 with additional reasoning to fully answer the question

Page 29	Mark Scheme	System Paper
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27 (a) How did farming in China change between 1950 and 1961?

**Level 0**

No response or response does not answer the question

**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. Peasants were encouraged to seize land from the wealthy and farm it as their own.

**Level 3**

Makes developed statements that answer the question [7–10]  
e.g. The activities from Communist areas were extended across China as, by law, peasants were encouraged to seize the land of wealthy landowners and farm it. Collectivisation was then encouraged.

(b) ‘An attempt to secure Mao’s personal power.’ How far does this explain the Cultural Revolution in China 1966–76? Explain your answer.

**Level 0**

No response or response does not answer 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. Considers Mao’s power, e.g. having retired from active politics in 1959, Mao was growing aware of how far Chinese practice was drifting from Communism and became involved to save the revolution. The Cultural Revolution was to make sure his contribution to the history of China was not lost.

**Level 4**

Explains the given factor and other factors [7–9]  
Level 3 plus it was about re-enthusing Chinese people to engage with revolution, to take to the streets and condemn everything that was out of date.

**Level 5**

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

Page 30	Mark Scheme	System Paper
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28 (a) What was the impact of defeat in the Second World War on Japanese society in 1952?

**Level 0** [0]  
No response or response does not answer the question

**Level 1** [1]  
Makes general statements about the topic that do not address the question

**Level 2** [2–6]  
Makes simple statements that address the question  
e.g. Defeat brought occupation with it, and the imposition of Western ideas, e.g. farm land was redistributed.

**Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. Defeat brought occupation with it, and the imposition of Western ideas, e.g. under guidance from Mc Arthur, powerful landowners (who had encouraged war initially) were forced to give land to tenant farmers to increase their security and their will to increase production.

(b) Was government intervention in industry the main reason for Japan’s economic achievements in the 1960s and 1970s? Explain your answer.

**Level 0** [0]  
No response or response does not answer the question

**Level 1** [1]  
Makes general statements about the topic that do not address the question

**Level 2** [2–4]  
Identifies/lists factors/describes

**Level 3** [5–6]  
Explains the given factor or other factor  
e.g. The governments of Hayato Iekka (1960–64) and Eisaku Sato (1964–72) became involved in all aspects of the economy, encouraging the growth of heavy industries to the point where Japan became the third largest industrial nation.

**Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus e.g. Japan became open to international competition. This brought fresh opportunities in terms of shipbuilding, cars, machine tools and retailing.

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

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29 (a) What issues caused disagreement between the Muslim League and Congress?  
30?

**Level 0** [0]  
No response or response does not answer the question

**Level 1** [1]  
Makes general statements about the topic that do not address the question

**Level 2** [2–6]  
Makes simple statements that address the question  
e.g. The future governance of India caused disagreement.

**Level 3** [7–10]  
Makes developed statements that answer the question  
e.g. Congress believed that India should remain as one political unit with no separate electorates for Hindu and Muslim. The Muslim League believed that this would limit the freedom of Muslims.

(b) How far did the Government of India Act 1935 prepare the country for independence?  
Explain your answer.

**Level 0** [0]  
No response or response does not answer the question

**Level 1** [1]  
Makes general statements about the topic that do not address the question

**Level 2** [2–4]  
Identifies/lists factors/describes

**Level 3** [5–6]  
Explains the given factor or other factor  
e.g. Argues that it did: provincial autonomy allowed provinces to become self-ruling, no longer under the control of the British.

**Level 4** [7–9]  
Explains the given factor and other factors  
Level 3 plus argues that it did not, e.g. while there were two law-making houses of parliament, the Viceroy remained responsible for defence and foreign affairs, therefore not allowing Indians to prepare for independence.

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

Page 32	Mark Scheme	System Paper
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**30 (a) What is ASEAN?**

**Level 0**

No response or response does not answer the question

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Makes simple statements that address the question

e.g. Countries of SE Asia grouped together to support each other in areas of trade and industry.

[2–6]

**Level 3**

Makes developed statements that answer the question

e.g. In 1967, Thailand, Malaysia, Indonesia, Singapore and the Philippines agreed to work together to support economic stability, e.g. through developing federations of engineers, accountants.

[7–10]

**(b) ‘The effects were more political than economic.’ How far is this true of the impact of the 1997 financial crash on the countries of Southeast Asia? Explain your answer.**

**Level 0**

No response or response does not answer the question

[0]

**Level 1**

Makes general statements about the topic that do not address the question

[1]

**Level 2**

Identifies/lists factors/describes

[2–4]

**Level 3**

Explains the given factor or other factor

e.g. The role of policymakers since 1997 has been to secure their economies by working out bad debt and disposing of distressed assets.

[5–6]

**Level 4**

Explains the given factor and other factors

e.g. Failure to protect the currencies in 1997 led to a fall in GDP rates, many companies made bankrupt and dependence on IMF-led bailouts.

[7–9]

**Level 5**

As Level 4 with additional reasoning to fully answer the question

[10]