
HISTORY (MODERN WORLD AFFAIRS)

2134/01

Paper 1 Modern World Affairs

For Examination from 2015

SPECIMEN MARK SCHEME

2 hours

MAXIMUM MARK: 80

This document consists of **23** printed pages and **1** blank page.

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 Woodrow Wilson for the peace negotiations at the end of the First World War?

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]
e.g. He did not want to see Germany punished too harshly. He wanted a treaty that would prevent another war.

Level 3: Makes developed statements that answer the question. [7–10]
e.g. He wanted to reduce the threat of war, therefore wanted disarmament by all countries. He aimed to treat all countries fairly, and did not want to punish Germany too harshly. He wanted to reduce conflict caused by imperialism, and therefore supported self-determination.

- (b) To what extent did the Treaty of Versailles satisfy Georges Clemenceau? 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. He was satisfied that Alsace-Lorraine was returned to France because this had been taken from France in 1871.

Level 4: Explains the given factor and other factors. [7–9]
Level 3 plus: e.g. He was not satisfied that the restrictions on the German military were not more severe because he feared the threat of a future war with Germany.

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

- 2 (a) Describe the events of the Manchurian Crisis, 1931–33.

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]
e.g. Japan invaded Manchuria. China had damaged a railway.

Level 3: Makes developed statements that answer the question. [7–10]
e.g. In September 1931 Japan claimed that Chinese soldiers had sabotaged the Japanese-controlled South Manchurian Railway and, in retaliation, Japan invaded Manchuria and removed Chinese forces there. In February 1932 Japan set up a puppet government there, in Manchukuo, as Japan called the area.

- (b) Was the failure of sanctions the main reason for the League of Nations failing to prevent the invasion of Abyssinia in 1935–36? Explain your answer.

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: Identifies/lists factors/describes. [2–4]

Level 3: Explains the given factor or other factor. [5–6]

e.g. The Suez Canal was owned by Britain and France. Closing the Canal would have prevented the movement of Italian troops to Abyssinia. Britain and France would not close it in case it angered Mussolini, maybe leading to war, and so they failed to stop the invasion.

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

Level 3 plus: e.g. The Stresa Front depended upon Italy, Britain and France agreeing to control Germany's expansionist plans. Britain and France feared Hitler's Germany more than Mussolini's Italy, resulting in them hesitating to limit key trade with Italy, such as the oil needed for the invasion.

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

- 3 (a) What was meant by 'Total War' in the years 1939–45?

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]

e.g. Everyone felt the impact of war. It was more than about soldiers fighting.

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

e.g. Total War described the situation when all resources of a specific country were committed to war, whether by being involved in the fighting or by having lives changed. In a Total War all groups of society are involved, e.g. farmers had to grow to compensate for lack of imports, e.g. sugar beet.

- (b) How far was the failure of Operation Barbarossa responsible for Germany's defeat in the Second World War? 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. Directive 21 was given on 18th December 1940 to prepare for Operation Barbarossa, the attack on the USSR. Following successful campaigns in the summers of 1941 and 1942 the defeat of German forces in the battles of Stalingrad and Kursk, Soviet forces began the process of driving German troops out of Russia, following them onto German soil.

Level 4: Explains the given factor and other factors.

Level 3 plus: e.g. June 1944 saw the invasion of Northern France in Operation Overlord by General Eisenhower. By August 16th the success of the operation at Falaises led to the road to Paris being open for the Allies to join with active Resistance forces. German troops capitulated and de Gaulle entered Paris. Allied troops continued on to and into Germany.

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

4 (a) Describe the tactics used by the American military in Vietnam in the period 1965–73.

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]

e.g. Americans used bombs and destroyed forests.

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

e.g. Air: Bombing raids were carried out to cut off supplies to the south. Bombing raids were used against the villages of the North. Napalm was used to clear villages and weed killers cleared the countryside to enable access. Agent Orange was one such.

(b) ‘Kennedy should be given more credit than Khrushchev for resolving the Cuban Missile Crisis.’ How far do you agree with this statement? 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. Kennedy agreed to the removal of nuclear warheads from Turkey, thus making the removal of them from Cuba more reasonable.

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

Level 3 plus: e.g. Khrushchev prevented the Cuban Missile Crisis from escalating by calling Soviet ships back rather than running them against the naval blockade that Kennedy instigated.

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

5 (a) Describe the main events of the First Gulf War, 1990–91.

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]

e.g. Iraq invaded Kuwait. The UN called on Iraq to leave.

Level 3: Makes developed statements that answer the question.

e.g. In August 1990 Saddam Hussein's troops invaded Kuwait and declared it a province. Foreigners were taken hostage. Arab countries condemned his actions and the UN called upon Iraq to leave Kuwait.

- (b) To what extent was the First Gulf War caused by economic factors? 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 Iran-Iraq War 1980–88 left Iraq with debts of around \$80million. Kuwait was invaded by Saddam Hussein to show opposition to their refusal to allow the increase in oil production that Iraq needed.

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

Level 3 plus: e.g. The Iran-Iraq War left Saddam Hussein believing that he had the support of the USA and Britain and France, each of whom had supplied him with weapons in 1980–88, leaving him free to show that he had power in the region.

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

Section B

Western Europe

- 6 (a) Describe the uprisings against the government in Germany in 1919–20.

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]

e.g. The Spartacists tried to bring down the government. There was the Kapp Putsch.

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

e.g. Led by Karl Liebknecht and Rosa Luxemburg, Spartacists demanded soviets/rule by workers' councils. In 1919, with the support of rebel soldiers, they set up soviets in many towns. The Kapp Putsch was a threat from the right wing in March 1920.

- (b) How important was Gustav Stresemann to Germany's recovery during the years 1923–29? 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. Stresemann was the Chancellor of Germany who oversaw American loans to Germany under the Dawes Plan. He also oversaw the renegotiation of the reparations repayments, solving the economic crisis that resulted from the French occupation of Ruhr.

Level 4: Explains the given factor and other factors.

[7–9]

Level 3 plus: e.g. Recovery can be seen in other terms. The censorship that had characterised the rule of the Kaiser was replaced with a cultural revival. The 1920 saw the golden age of German cinema and night-life.

Level 5: As Level 4 with additional reasoning to fully answer the question.

[10]

7 (a) How did Benito Mussolini rise to power in Italy in 1919–22?

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]

e.g. People did not like how the government was handling the economy. Many did not like the peace treaty at the end of WW1.

Level 3: Makes developed statements that answer the question.

[7–10]

e.g. Italy was divided over the peace settlement, some resented the terms of peace and fascist groups and demobilised veterans supported Benito Mussolini – ‘Fasci di combattimento’. The governments of Nitti and Giolitti failed to deal with the economic problems. Fascists acted against socialist strikers in 1920, presenting themselves as loyal.

(b) How effectively did Mussolini rule Italy between 1922 and 1938? 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]

Gives one side of the answer: e.g. Mussolini succeeded in establishing a dictatorship, dissolving opposition parties and making new ones illegal.

Level 4: Explains the given factor and other factors.

[7–9]

Level 3 plus the other side of the argument: e.g. Mussolini did not manage to stem criticism. Blackshirt thugs did beat up critics but that did not stop Giacomo Matteotti from publicly condemning Mussolini. Matteotti was murdered almost certainly by fascists and Mussolini was held responsible for this.

Level 5: As Level 4 with additional reasoning to fully answer the question.

[10]

8 (a) Describe how Spain had become a divided country by 1936.

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. Some people did not like what the government was doing: The rich did not like it that they were losing out. Farmers and businessmen did not support the government.

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

e.g. Several quick changes in parliament led to uncertainty. Church reform offended Christians. There was a reduced Civil Service. Agrarian reform offended landowners, social reform to improve lives of workers offended businessmen.

8 (b) How important was international support to the success of General Franco in the Spanish Civil War (1936–39)? 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. Franco was supported by the German Condor Legion, giving air support to fascist activities.

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

Level 3 plus: e.g. The Popular Front government was weaker than the fascists and disorganised. International Brigades arrived in Spain from many countries, such as Britain and Russia, but they were divided by internal conflicts between Communist, Socialist and Anarchist factions.

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

9 (a) What happened during the British General Strike in 1926?

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]

e.g. Miners stopped work. Transport workers went on strike. People had to walk to work.

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

e.g. The General Strike lasted for 9 days while the Miners' strike lasted for 7 months, support for miners coming from people who operated soup kitchens and donated money. Transport workers found that their strike did not have as great an effect as they expected as people walked to work.

- (b) 'The British people were fully behind the war effort during the Second World War'.
How far do you agree? Explain your answer.

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: Identifies/lists factors/describes. [2–4]

Level 3: Explains the given factor or other factor. [5–6]

One side explained: e.g. The Women's Land Army helped to produce food for the nation while many farmers joined the armed forces.

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

Level 3 plus: e.g. Fifth Columnists, groups against the war and supporting the enemy, led to propaganda campaigns against 'Careless talk', among others.

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

- 10 (a) What structures were established by the Maastricht Treaty?

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]

e.g. The Common Market became known as the EU. There was a Commission and a Council.

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

e.g. The treaty established three pillars: economic relations, foreign affairs and home affairs. EU title was to cover all parts, as general heading. The Commission was to look after economic relations; the new European Council to look after the other two pillars.

- (b) How successful has the Maastricht Treaty been since 1991? 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. Common policies have been widely accepted such as environmental policies relating to the provision of power.

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

Level 3 plus: e.g. The development of the Euro has not been accepted as a common currency across the EU.

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

Section C

The Americas

11 (a) What was the 'Red Scare' in 1919–20 in the USA?

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]
e.g. Communists were blamed for causing strikes. There were postal bombs.

Level 3: Makes developed statements that answer the question. [7–10]
e.g. Strikes in America in 1919 were blamed on immigrant ideas from Eastern Europe, causing political speeches against immigration. Immigrants thought to have radical ideas were rounded up after anarchist activities, e.g. postal bombs. 10000 were told they would be deported.

(b) How far did Americans benefit from the economic boom in the 1920s? 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. Farmers did not benefit from the economic boom of the 1920s as worldwide recovery of farming reduced American exports and lowered prices internationally.

Level 4: Explains the given factor and other factors. [7–9]
Level 3 plus: e.g. Workers in industries involved in producing electronic equipment for homes became relatively wealthy from steady employment as people demanded radios, vacuum cleaners, electric cookers and refrigerators.

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

12 (a) How did President Hoover respond to the Wall Street Crash?

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]
e.g. He cut taxes. He lent money to industries.

Level 3: Makes developed points that answer the question. [7–10]
e.g. He cut taxes to encourage people to buy more. He called on charities to help as people lost their jobs in thousands and industries closed down. He called on industries to create jobs. He set up the Reconstruction Finance Corporation to lend money to industry.

- (b) 'The rich were more affected than the poor by the Great Depression.' How do you agree? Explain your answer.

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: Identifies/lists factors/describes. [2–4]

Level 3: Explains the given factor or other factor. [5–6]

e.g. Rich investors lost vast amounts of money as share prices slid and the government took no action to halt the slide. The Rockefeller family lost \$80 million, but still had \$40 million left.

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

Level 3 plus: e.g. Unemployment in towns with old industries such as steel caused the establishment of shanty towns called Hoovervilles as people gave up everything except the car they needed to find work.

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

- 13 (a) What was the Watergate Scandal?

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]

e.g. Nixon was accused of knowing about bugs being put in the opposition's offices. He was accused of obstructing justice.

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

e.g. It involved the arrest of five men who were planting bugging devices in the offices of the Democratic Party in the Watergate Building Washington. Nixon denied being complicit, but the defendants claimed that his office was, leading to a Senate investigation. Senior Whitehouse figures admitted guilt and three resigned, but Nixon defended his innocence.

- (b) How successful were President Reagan'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. [5–6]

e.g. Reagan supported Volcker in his measures to handle inflation by imposing high interest rates. Initially this damaged small businesses, but the policy was successful and inflation was reduced from 10.3% in 1981 to 3.2% by 1983 and jobs began to increase as trade grew.

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

Level 3 plus: e.g. The national debt had been at 32.5 percent of GDP when he took office, the lowest since World War II. It was at 43.8 percent when he left. In an interview with the writer Lou Cannon in 2001, Reagan said that this was the "greatest disappointment" of his presidency.

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

14 (a) Describe the contribution of Rosa Parks to the civil rights struggle in the USA.

Level 0: No response or response does not address 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. She was arrested for not giving up her seat on a bus to a white man. She began the action that ended segregation.

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

e.g. In December 1955 she broke the law by refusing to give up her bus seat to a white man when there were no free seats. She was arrested and convicted. As a result, the Montgomery Improvement Association was formed, recommending a boycott of buses. It was the first major non-violent civil rights action.

(b) 'Martin Luther King deserves the most credit for bringing about improvements to civil rights in the USA.' 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. [5–6]

e.g. MLK set up Southern Christian Leadership Conference. He was a Baptist minister and charismatic speaker. He was followed by both black and white people because of his non-violent message. He organised marches on Birmingham and on Washington in 1966.

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

Level 3 plus: e.g. In November 1963 Lyndon B Johnson signed the Civil Rights Act, making it illegal for local government to discriminate in housing/employment.

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

15 (a) Describe the rule of President Batista in Cuba.

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]

e.g. The main trade partner during his rule was the USA. He encouraged the USA to set up a naval base in Cuba.

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

e.g. Batista acted under the 'Good neighbour policy' of the USA, receiving economic support from the USA. He allowed American ownership of businesses, e.g. cigars etc. and encouraged the USA naval base there as it supported the Cuban economy.

- (b) How far did the lives of the people in Cuba improve under the rule of Fidel Castro? Explain your answer.

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: Identifies/lists factors/describes. [2–4]

Level 3: Explains the given factor or other factor. [5–6]

e.g. In 1968, Castro proclaimed a Great Revolutionary Offensive in Cuba. As a part of this, any remaining privately owned shops and businesses were shut down, with Castro denouncing their owners as capitalist counter-revolutionaries. Opportunities for employment were reduced.

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

Level 3 plus: e.g. Many of Castro's social reforms remained popular in Cuba, whose population were largely supportive of the achievements of the Revolution in education and medical care which saw access for everyone, as opposed to just the wealthy.

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 New Economic Policy introduced in the Soviet Union in 1921.

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]

e.g. People were allowed to own factories and peasants to trade in grain.

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

e.g. The NEP won popular support for Lenin by increasing output to get rid of the poverty that had resulted from War Communism. Under the NEP, peasants were allowed to sell surplus grain for profit and pay tax upon what they produced. Some small factories in towns were handed back to private owners.

- (b) How successful were Stalin's Five-Year Plans in modernising the Soviet Union, 1928–37? 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. Stalin's Five-Year Plans set targets for a range of industries. While not all targets were met, all those industries saw production increase, e.g. coal production was 35.4 million tons

in 1927–8. The target set for 1933 was 68 million tons, but the actual production was 16 million tons, aspiring to match that of western countries.

Level 4: Explains the given factor and other factors.

Level 3 plus: e.g. Target industries were electricity, coal, steel, pig iron and oil, with tractors added later. This improvement happened with serious social costs. Housing was provided in towns by the state, but there was overcrowding so that a family lived in two rooms. Wages fell so that a man and wife only earned as much in 1932 as a man had in 1928. Passports were introduced to prevent free movement of labour.

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

17 (a) What was the ‘cult of personality’ under Stalin?

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]

e.g. This policy was designed to make Stalin popular in the USSR. Stalin showed himself to have been Lenin’s heir.

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

e.g. The people of the USSR were taught to see Stalin as a father of the people, popular and successful. This was brought about by an education system that fed children propaganda and popular art that showed Stalin and Lenin as the heroes of the Revolution.

(b) Early in the Great Patriotic War, Stalin ordered heavy industries to be moved to the east of the country. How important was this for the survival of the USSR? 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. Heavy industries were moved eastwards, to the Urals, Siberia and Kazakhstan, to make tanks following the signing of the Nazi-Soviet Pact, and all scrap metal was gathered to make war equipment. The battle at Kursk shows the plan’s success at reducing the strength of the German army.

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

Level 3 plus: e.g. Widespread use was made of radio to disrupt German radio messages. Radio stations were established effectively across western Russia.

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

18 (a) Describe how Khrushchev rose to power in Russia in 1953–56.

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.

Level 2: Makes simple statements that address the question. [2–6]

e.g. He removed his opponents politically. He proposed policies that would be approved of by the people.

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

e.g. Khrushchev had to find ways of removing opponents who favoured leadership by the state from power. He promoted heavy industry, the need for agrarian reform and cultivation of new lands in W Siberia, Kazakhstan 1953-4, all measures that would benefit people.

(b) How far did Khrushchev reform the Soviet Union? 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. Khrushchev turned against heavy industry as the main focus of production. He wanted people to dress well, eat well and live well, in the interests of promoting Communism, and so clothes and shoe industries were encouraged and farming was made subject to less control by the state.

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

Level 3 plus: e.g. Khrushchev was not prepared to loosen the grip of the Soviet Union on its satellite states in Eastern Europe. Like Stalin before him, he believed that there was strength in the Communist bloc.

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

19 (a) What was Glasnost?

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]

e.g. Glasnost means openness in government. It meant that people could expect to be told the truth.

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

e.g. Glasnost means greater openness, giving accurate details of situations, rather than altering economic figures to give false confidence. It was mistaken as applying to all government, that government control would be lifted e.g. on newspapers. Criticism of government became possible.

- (b) 'The policy of Perestroika was the most important reason for the collapse of the economy under Gorbachev.' How far do you agree? Explain your answer.

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: Identifies/lists factors/describes. [2–4]

Level 3: Explains the given factor or other factor. [5–6]

e.g. In 1985 Perestroika was meant to be economic restructuring; moving from centralised control of industries and businesses towards a system of increased initiative by individuals that would end the period of economic stagnation. However, no one could agree how to go about it. Local managers only wanted high profit goods to be produced, so many had to do without things such as soap.

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

Level 3 plus: e.g. The Soviet Union suffered from disasters that affected the economy, e.g. Chernobyl in 1986 and the Armenian earthquake in 1988 were both damaging to the economy.

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

- 20 (a) Describe the events of the Hungarian Uprising of 1956.

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]

e.g. The USSR needed to keep their allies together. When Hungary looked at moving away, thousands of Russian tanks moved into Hungary and tens of thousands were killed.

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

e.g. USSR allowed Imre Nagy to form a new Government. Soviet tanks began to pull back to the border. Reforms included the establishment of local councils and plans to hold elections. Khrushchev seemed to accept these plans. Then plans were made to leave the Warsaw Pact.

- (b) To what extent was spreading Communism the reason for the USSR taking over Eastern Europe in the years 1944–48? 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. Communism is an internationalist doctrine and the USSR saw itself as leading the way. It was the post-war occupation of Eastern Europe by the Soviet Union that led to the imposition of Communist policies and structures. The political vacuum after WW2 allowed the USSR to impose communism.

Level 4: Explains the given factor and other factors.

Level 3 plus: e.g. The Soviet Union suffered massively in WW2 and was concerned about national security. Installing friendly governments on its western border created a buffer.

Level 5: As Level 4 with additional reasoning to fully answer the question.

Section E

Africa and the Middle East

21 (a) What were the Mau Mau Campaigns?

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]

e.g. They were political campaigns in Kenya. They used very violent activities.

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

e.g. The Mau Mau campaigns of the Kikuyu in Kenya made the British make mass arrests. They operated as secret societies using terror to achieve political aims. They claimed to be operating as African tribes did of old.

(b) To what extent was the election of de Gaulle as President of France the reason for the granting of independence to Algeria? 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 Algerian protest had an impact on French politics. There was a direct link between the rise of de Gaulle to power and the collapse of the 4th Republic. Policy therefore changed to allow for a developing independence for Algeria, from self-determination while remaining under French rule in 1959 to being awarded full independence 1962.

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

Level 3 plus: e.g. British policy had an impact on Algeria. The 'Winds of Change' speech and plans for independence of British colonies saw the Algerian Independence movement grow increasingly violent as Algerians demanded the same freedoms as British colonies.

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

22 (a) Describe the student uprisings in South Africa in the 1970s.

Level 0: No response or response that 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.

e.g. A National Youth Organisation was set up. Schools and Universities were involved.

Level 3: Makes developed statements that answer the question.

The NUSAS was investigated 1972 about objections to lack of educational opportunities in townships. 1968 Steve Biko founded SA Students' Organisation, and with it Black Consciousness. It spread from universities to townships and from there to schools.

- (b) How important was de Klerk's speech to Parliament on 2 February 1990 in bringing about the end of apartheid? 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. de Klerk had cleared his speech with Western governments. He announced the end of apartheid, the unbanning of banned organisations, the release of Mandela and other ANC prisoners, a welcome home to exiles and the establishment of talks to bring about a new democratic constitution. It established the future for S Africa.

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

Level 3 plus: e.g. International pressure played a part in bringing about the end of apartheid. International banks and businesses withdrew from S Africa, causing economic difficulties. Chase Manhattan Bank called in its loans, threatening the solvency of the country.

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

- 23 (a) Describe Britain's involvement in making arrangements for the future of Palestine, 1917–22.

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]

e.g. The British government wrote that it supported a home for the Jews in Palestine.

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

e.g. A letter was sent from Balfour, the British Foreign Secretary, to Lord Rothschild indicating British support for a Jewish homeland in Palestine. The League of Nations entrusted the UK with Palestinian mandate.

- (b) How far was the United Nation's 1947 Partition Plan the result of mass Jewish immigration into Palestine? 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.

Level 3: Explains the given factor or other factor.

e.g. In 1946 an American-British Commission recommended that Palestine open up its borders to 100,000 Jews. There was the threat of war from the Arab League. Britain had no solution to the problem of the Jews and requested the help of the UN.

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

Level 3 plus: e.g. Issues had begun before World War 2. In the years 1936–39 there was civil war in Palestine. Britain sided with each side in turn, looking for agreement and ideas for a peace plan. None was found. However, this shows that it was not just about the number of Jews arriving in Palestine in 1946.

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

24 (a) Describe the Intifada, 1987–88.

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]
e.g. Young people protested violently against Israeli control. The PLO claimed they led it.

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

e.g. It was a large-scale uprising in the occupied territories of the Gaza Strip and the West Bank; a protest by the young against Israeli rule; the bombing and stoning of Israeli patrols/bases; economic non-co-operation with the Israelis. Arafat tried to claim it as a PLO uprising.

(b) How successful were the Oslo Accords in bringing about peace in the Middle East in the period up to 2006? 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. They were successful in establishing easier living and working conditions. A new accord was signed months later to extend Palestinian authority to cover most of the West Bank, thus extending the area of freer living. This would not have happened if both sides had not found the accords useful.

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

Level 3 plus: e.g. However, they were not completely successful in achieving their pledges. Hamas felt betrayed and harboured bad feelings about the agreements, while Israeli troops did not leave the area, saying that they were looking after Jews there.

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

25 (a) Describe the Iranian Revolution of 1979.

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. Violent protests led to the Shah of Iran leaving his country in 1979.

Level 3: Makes developed statements that answer the question. [7–10]
e.g. Fundamentalists demanded the fall of Shah Pehlewi. In 1978 demonstrations took place and armed unrest. In January 1979 the Shah left Iran. On 1st February Ayatollah Khomeini returned from exile in France to lead Iran. It became known as the Islamic Republic.

(b) How far was the Arab League a force for peace in the years 2002–10? 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. It can be seen as a force for peace in that it made demands on behalf of Iraq to the USA and the UK. It was the spokesperson for the Arab world in international conferences.

Level 4: Explains the given factor and other factors. [7–9]
Level 3 plus: e.g. However, the Arab League lacked the strength to act. It was not able to force the USA to stop its anti-Iraq activities. Additionally it did not represent all Arab groups.

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

Section F

Asia

26 (a) What was the Fourth of May Movement in China?

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]
e.g. It was a protest by students. It was Communist in nature.

Level 3: Makes developed statements that answer the question. [7–10]
e.g. Following the Chinese blockade attempting to prevent their signatories' progress to Versailles, 3000 students protested in Beijing on May 4th, 1919. Some members of the May 4th Movement were in contact with Moscow. Chen Duxiu, an academic, helped to write the 1st Manifesto of the CCP.

(b) To what extent was the Long March a success for the Red Army? Explain your answer.

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.

Level 2: Identifies/lists factors/describes. [2–4]

Level 3: Explains the given factor or other factor. [5–6]

e.g. The Long March could be seen as a success. Mao claimed he had defeated the GMD, as they had been attacked often during the journey from land and air. Also, they gained the respect of those they dealt with by being honest and paying for goods.

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

Level 3 plus: e.g. It could be seen as a failure as 100,000 soldiers left the Jiangxi Soviet, heading for Yanan, in the province of Shaanxi, but only 10000 survived.

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

27 (a) Describe how Deng Xiaoping rose to power after the death of Mao Zedong.

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]

e.g. He made sure he supported and was supported by powerful people in China. He won international support.

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

e.g. Deng tried to ally himself to different groups. He was supported by the survivors' faction and by Hu Yaobang, VP of the Communist Party. He talked with Washington and reached informal agreement about the US support of Taiwan, supervised foreign policy, discussed the future of Hong Kong with the British, made a successful visit to the US agreeing to joint intelligence operations.

(b) To what extent were the changes to agricultural policy in China in the 1980s responsible for the strengthened economy of that decade? 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. State expenditure on agriculture was raised so that crops became more varied, depending on the type of land. Pasture farming was introduced on grassland. The introduction of private enterprise and the household responsibility system both produced grain for sale and taxes, which strengthened the economy.

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

Level 3 plus: e.g. Industry saw changes as well. Piece rates and bonuses were introduced, meaning that wages rose as food costs rose. Individual enterprise was common. Urban

collectives were organised to set unemployed youth to work and greater control was unofficially allowed. The outcome was a stronger industrial sector.

Level 5: As Level 4 with additional reasoning to fully answer the question.

28 (a) Describe the impact of the First World War on Japan up to 1920.

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]
e.g. Japan extended her trading. Japan's empire grew thanks to the Treaty of Versailles.

Level 3: Makes developed statements that answer the question. [7–10]
e.g. During the war Japan enlarged her navy, enlarged the merchant navy. The gap in trade caused by engagement in the war allowed Japan to move into international trade/markets. From the Treaty of Versailles Japan gained Tsingtao and German concessions in China as well as the German Pacific Islands north of the equator.

(b) How far can the rise of the military in the Japanese government in the inter-war years be explained by economic factors? 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 Japanese army was resentful when the 21 demands to China were abandoned in order to win the good will of the West. The government was accused of weakness.

Level 4: Explains the given factor and other factors. [7–9]
Level 3 plus: e.g. Also, the public became disillusioned with politicians through scandals, bribery and self-serving behaviour. The army and navy took action against democracy.

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

29 (a) What happened to Kashmir in 1947–48?

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]
e.g. The leader of Kashmir acceded to India. There was war with Pakistan as a result.

Level 3: Makes developed statements that answer the question. [7–10]
e.g. In 1947 Princely States had to choose whether to become part of India or Pakistan. Although the majority of the 4 million population were Muslim, the Maharaja delayed giving a decision. He began to drive Muslims out – over 200,000 fled and then rebellion broke out. Hari Singh asked India for help, agreeing to accede to India in return.

- (b) How important was Mukti Bahini in the creation of Bangladesh in 1971? Explain your answer.

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: Identifies/lists factors/describes. [2–4]

Level 3: Explains the given factor or other factor. [5–6]

e.g. Mukti Bahini was a rebel army in Bengal trained by India, once India had given its support for Bengal against West Pakistan. Pakistani soldiers did not want to fight against their countrymen, leading to the loss of Bangladesh.

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

Level 3 plus: e.g. The 6 point programme by Awami League led to their victory in the 1970 elections, but Rehman could not be allowed to form a government because East Pakistan was never allowed to take senior government positions by tradition. Rehman was arrested, leading to Civil War, East against West.

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

- 30 (a) Describe how Indonesia became a republic after the Second World War.

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]

e.g. Indonesians fought for their freedom. At first they gained freedom but under the eye of the Dutch.

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

e.g. Indonesians used guerrilla warfare to free themselves. They were fighting Dutch troops led by Governor General Van Mook. At first it was a protectorate under the Dutch.

- (b) How important were the Five Principles of the national struggle (Pancasila) in guiding Sukarno's rule of Indonesia? 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 5 Principles of faith in God, humanitarianism, nationalism, democracy and social justice encouraged the Dutch to respond positively to move Indonesia from being a Protectorate to having independence.

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

Level 3 plus: e.g. However, Sukarno did not apply the Principles to his own rule as he was made life president in 1963, going against the principle of democracy.

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

