



Cambridge International Examinations
Cambridge Ordinary Level

HISTORY (MODERN WORLD AFFAIRS)

2134/01

Paper 1 Modern World Affairs

May/June 2016

MARK SCHEME

Maximum Mark: 80

Published

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Notes

- The full mark range will be used as a matter of course. Marks must not be deducted for inaccurate or irrelevant material. Half-marks will not be used.
- Levels of response criteria are used for questions where a hierarchy of answers is possible. Each answer is to be placed in the level that best reflects its qualities. It is not necessary to work through the levels.
- In all levels, provisionally award the highest mark and then moderate according to the qualities of the individual answer.
- The examples given in the mark scheme are indicative only and are not intended to be exhaustive or prescriptive. They are given only as examples of some responses/approaches that may be seen by an examiner.

Generic mark scheme for Paper 1

(a) Questions

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

(b) Questions

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

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Section A

International Relations and Developments

- 1 (a) **What were the aims of Clemenceau in the peace negotiations at the end of the First World War?**

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. Clemenceau wanted to make sure that France was safe from attack in the future.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Clemenceau wanted to make sure that France was safe from attack in the future by preventing Germany from having military strength and by strengthening this with a demilitarised zone between France and Germany.

- (b) **How successful was the Treaty of Sèvres (1920)? 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. Yes: It gave Smyrna the chance to decide whether citizens wanted to be part of Greece or Turkey.

Level 4: Explains the given factor and other factors [7–9]
e.g. As Level 3 plus e.g. No: It did not decide effectively upon the Kurdistan issue, dividing the population between Iraq and Turkey.

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

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2 (a) What was the Council of the League of Nations?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
 e.g. It had four permanent members. It organised the work of the League.

Level 3: Makes developed statements that answer the question [7–10]
 e.g. It effectively left the permanent members, Britain, France, Italy and Japan responsible for the League's work.

(b) 'The main weakness of the League of Nations was that it had no standing army.' 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. Yes: The League of Nations was dependent on the armies of Britain and France for work in Europe, and both armies were limited in their capability after the First World War.

Level 4: Explains the given factor and other factors [7–9]
 Level 3 plus e.g. The League of Nations did not have the support of America, so finding that its other weapons, e.g. sanctions, were less effective.

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

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3 (a) Describe the Allied offensive against Germany in France in 1944.

Level 0: No response or response does not address the question [0]

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

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

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

e.g. Following the liberation of Paris, August 1944, Allies halted to plan their forward path. The campaign had been expensive in terms of manpower and there was disagreement about whether to attack Germany directly or to take a wider sweep across the length of the lines. Eisenhower favoured the latter and that was what was agreed upon.

(b) How important was the Nazi-Soviet Pact in causing 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. Yes: It gave Germany confidence that her army was free to act in Europe without consequences on eastern borders.

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

e.g. Level 3 plus No: Nazi policies determined that the invasion of France would take place to right the wrongs of Versailles.

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

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4 (a) What were the aims of the Soviet Union in Eastern Europe at the end of the Second World War?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. The Soviet Union needed a friendly Polish government.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The Soviet Union needed a friendly Polish government, seeing this as meaning a Poland with a Communist government.

(b) Which was more important in the development of the Cold War: the Truman Doctrine or the Marshall Plan? 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 1947 Truman Doctrine provided support for democratic governments that were facing threats from internal or external authoritarian forces. The Soviet Union saw this as a threat to its ability to make itself safe from threat from the USA.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus Aimed at supporting post-war European economies, the Marshall Plan supported the economic development of Western Europe. Increasingly, the Soviet Union saw the rebuilding of W Germany with suspicion, aimed at attracting people from its own area of interest.

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

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5 (a) Describe the role of the United Nations in the Congo Crisis, 1960–64.

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. It was a peacekeeping force.

Level 3: Makes developed statements that answer the question [7–10]
e.g. It was established by UN Security Council Resolution 143 and was the first armed peacekeeping action of the UN.

(b) Which is more important in the United Nations: the Security Council or the General Assembly? 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 Security Council is the United Nations' most powerful body, with 'primary responsibility for the maintenance of international peace and security'. Five powerful countries sit as 'permanent members' along with ten elected members with two-year terms.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. United Nations General Assembly, one of the six principal organs of the United Nations (UN) and the only body in which every member of the organisation is represented and allowed to vote. Its primary role, however, is to discuss issues and make recommendations, though it has no power to enforce its resolutions or compel state action.

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 events of 1932–33 which brought Hitler to power.

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. He rose to power through winning seats in the Reichstag.

Level 3: Makes developed statements that answer the question [7–10]
e.g. He won power by winning more seats than any other Part in July 1932, and then refusing to serve under von Papen (July) and von Schleicher (November), forcing Hindenburg to offer him the position of Chancellor.

(b) Was effective control of the media the main reason why there was little opposition to Hitler’s rule in Germany? 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. Yes: Censorship of the press and management of the Party message by Goebbels limited public opposition.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: The expansion of the security services and the formation of the SS and the Gestapo led to arrests and punishments without trial and caused fear of public expression of anti-authority views.

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

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7 (a) What was meant by Fascism in Italy in the 1920s?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. It was about the corporate state.

Level 3: Makes developed statements that answer the question [7–10]
e.g. It aimed to remove class distinctions by encouraging classes to work together towards common aims.

(b) How successful was Mussolini’s relationship with the Catholic Church? 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. Yes: Mussolini had the support of the RC Church by allowing it free reign in education and spiritual matters.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: He separated Church and State, thereby reducing the corporate state’s possible breadth.

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

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8 (a) Describe Largo Caballero's role in events leading to the Spanish Civil War.

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. He promoted strike action to bring about a revolution.

Level 3: Makes developed statements that answer the question [7–10]
e.g. In the summer of 1917, Largo Caballero became involved in the organisation of a political strike in Spain. The strikers demanded the establishment of a provisional republican government, elections to a constituent Cortes and action to deal with inflation.

(b) How far were the achievements of the rebels during the Spanish Civil War dependent upon foreign aid? 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. Yes: Germany and Italy sent aid to Franco. German aid totalled about 16 000 men, 200 tanks and 600 planes. Some of the activities of the German Condor Legion, especially the bombing of Guernica, became infamous but militarily historians have noted the Condor Legion was the most efficient and influential assistance in Spain.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: Franco had the support of the most powerful groups in Spain – army officers, capitalists, landowners, Catholic Church. The Republicans had little comparative strength.

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

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9 (a) What were the main characteristics of the Vichy regime in France in the Second World War?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. 'Work, Family and Fatherland' were the principles of the Vichy regime.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Jews had to be handed to Germany; an army of only 100 000 could be kept for internal security. It guaranteed that French men would not fight against German armies.

(b) How successful was Germany in governing occupied France during 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. No: The life of the French during the German occupation was marked from the beginning by endemic shortages and hunger. They are explained by several factors.

- One of the conditions of the armistice was to pay the costs of the 300 000-strong occupying German army, which amounted to 20 million Reich marks per day. The artificial exchange rate of the German currency against the French was consequently established as 1 RM to 20 FF. This allowed German requisitions and purchases to be made into a form of organised plunder and resulted in endemic food shortages and malnutrition, particularly amongst children, the elderly, and the more vulnerable sections of French society such as the working urban class in the cities.
- The disorganisation of transport, except the railway system which relied on French domestic coal supplies.
- The cutting off of international trade and the Allied blockade, restricting imports into the country.
- The extreme shortage of petrol and diesel fuel. France had no indigenous oil production and all imports had stopped.
- Labour shortages, particularly in the countryside, due to the large number of French prisoners of war held in Germany.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Yes: The majority of the French population did not take part in active resistance, even though many resisted passively through acts such as listening to the banned BBC's Radio Londres, or giving collateral or material aid to Resistance members.

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

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10 (a) What was the Treaty of Rome (1957)?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. The Treaty of Rome established the EEC.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The Treaty of Rome, or the EEC Treaty, signed in Rome in 1957, brings together France, Germany, Italy and the Benelux countries in a community whose aim is to achieve integration via trade with a view to economic expansion.

(b) ‘More about politics than economics.’ How far does the history of the European Economic Community (EEC) to 1992 support that belief? 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. Yes: Countries having to bring their laws into line with EU law has brought opposition from populations, e.g. in Greece, Britain, and this has taken the focus from the aims of the EU.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Actions to save fuels, to promote trade and enable free access to jobs carries on.

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 attitudes to immigration into the USA in the 1920s.

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. The USA believed that too many immigrants had arrived in the USA and that numbers should be limited.

Level 3: Makes developed statements that answer the question [7–10]
e.g. The Red Scare meant that people were fearful of people from E Europe coming to live in America as they would bring Communism and anti-democratic ideas with them.

(b) How successful was industry in the USA 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. Mass production in the car industry, supported by assembly lines, led to fast growth in associated industries, e.g. steel, oil, rubber and glass.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Coal mines suffered from competition from oil and electricity.

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

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12 (a) Describe the events of 1932 connected with the Bonus Army.

Level 0: No response or response does not address the question [0]

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

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

e.g. Veterans wanted the bonus they had been promised would be paid later now, in 1932.
The President ordered troops to clear their camp.

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

e.g. A group of WW1 veterans were poor and set up camp to ask for the bonus they had been promised in 1954, now, in 1932. They refused to move until they had been paid.
President Hoover sent General McArthur with troops to clear the camp.

(b) Was unemployment the most damaging effect of the Depression on the USA? 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. Yes: Unemployment caused homelessness, resulting in the establishment of Hoovervilles, the 'cities' built to house the unemployed. Soup kitchens...malnutrition among school children...

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

Level 3 plus e.g. No: Farmers and tenant farmers, especially in the South, had no buyers for their produce and suffered terrible poverty.

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

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13 (a) Describe the development of the space programme under Eisenhower.

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. He believed that space could be used for exploration and for defence.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Dwight D. Eisenhower was the first American president to establish a national policy shaping US engagement in space for both military and peaceful purposes and remains the benchmark against which all successive policies are measured.

(b) How successful were Eisenhower’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. The economy was successfully stimulated by extensive road building schemes, representative of the German autobahn, and spending on the military. Unemployment was low and there was growth in the economy – at 2.4% pa – not strong growth, but growth nonetheless.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Failure to reduce taxes was seen as limiting economic growth. He was too concerned about balancing the budget to risk tax cuts to stimulate spending and employment.

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

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14 (a) Describe Martin Luther King’s contribution to the Civil Rights movement.

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. MLK fought non-violently for Civil Rights for Black Americans.

Level 3: Makes developed statements that answer the question [7–10]
e.g. MLK believed in protesting without violence. Sit-ins and boycotts were his preferred methods, such as the bus boycott. His speeches, his August 1963 ‘I have a dream...’ speech becoming one of the most famous of the 20th century.

(b) ‘Individuals rather than groups have been more important in the development of Civil Rights in America since 1970.’ 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. Yes: President Obama has contributed to an understanding of the roles that all Americans can have access to.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: Government oppression initially contributed to the growth of the party as killings and arrests of Panthers increased support for the party within the black community and on the broad political left, both of whom valued the Panthers as powerful force opposed to de facto segregation and the military draft. Black Panther Party membership reached a peak in 1970, with offices in 68 cities and thousands of members, then suffered a series of contractions.

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

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15 (a) What conditions in Argentina led to the military revolt of 1955?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–4]

e.g. Peron had offended many parts of the Argentinian population and military opposition against him arose.

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

e.g. The death of Eva Peron in 1952 lost Peron the support of the poorer classes of society, whilst the removal of officials of the Catholic Church in 1955 without explanation caused the religious followers in Argentina to question his right to rule. The popular Lonardi took the opportunity to raise troops against Peron. Aramburu was one such, eventually taking over from Lonardi.

(b) How successful has military government been in Argentina since 1955? 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. Yes: The 1976 coup happened in a country facing unacceptable economic difficulties, some not caused by government, e.g. the ban on sales of beef internationally from foot and mouth countries. Five days after 1976 coup a three-man military junta filled the presidency with Lieutenant General Jorge Rafaél Videla. The junta closed Congress, imposed censorship, banned trade unions, and brought state and municipal government under military control.

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

Level 3 plus e.g. No: Adalbert Krieger Vasena, minister of economy and labour, attempted to stabilise the economy by again devaluing the currency and then undertaking programs in electric power, steel, roads, and housing. In May 1969 disturbances and riots in the cities of Corrientes, Rosario, and particularly Córdoba rose out of student and labour conflicts; these incidents, later known as the Cordobazo, were identified as resentment toward Krieger Vasena's economic policies. It was not possible to identify a new economic policy that would gain popular support, leading to elections resulting in Peron's time in office.

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

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Section D

The Soviet Union and Eastern Europe

16 (a) What were the causes of the Civil War (1917–22) in the Soviet Union?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. People disagreed with the Bolsheviks and fought to remove them from the scene.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Anti-Bolshevik groups, e.g. monarchists and landowners, joined together to form an army to take on the Bolsheviks, and Trotsky organised armed opposition to them.

(b) How far was the Bolshevik success in the Civil War due to Trotsky's leadership?
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. Yes: Trotsky used ex-Tsarist officers to train and lead the soldiers. He travelled to each unit, keeping morale high.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. The Red Army had good lines of communication and could move troops to where they were needed in response to the White Army's attacks.

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

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17 (a) Describe how Russian industry changed to meet the needs of the Great Patriotic War.

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. It moved Eastwards.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Heavy machine manufacturing was put on wheels and moved Eastwards to areas of safety for the manufacture of war machinery.

(b) How important was the cult of personality to Stalin's management of the Great Patriotic 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. Posters, films and newsreel were all used to show Russian people how well Russia was managing the war and kept morale high enough to maintain their efforts.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Labour camps were there for the punishment of people who disobeyed the regime, and workers were very aware of this. Fear kept them working.

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

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18 (a) What was Khrushchev's secret speech to the Twentieth Party Congress of February 1956?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. He made a speech denouncing Stalin.

Level 3: Makes developed statements that answer the question [7–10]
e.g. For over four hours, Khrushchev denounced Stalin's methods, his abuse of power and criticised the regime built on 'suspicion, fear and terror'. Khrushchev, aware of the impact his words were having, described how Stalin had chosen 'the path of repression and physical annihilation'. He described Stalin as a 'very distrustful man, sickly suspicious ... He could look at a man and say "Why are your eyes so shifty today?"'

(b) How effectively did Brezhnev lead 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. Effectively: control of the press and suppression of critics meant that the face of Russia seen to be strong.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Not effectively: Few changes were made so the economy shrank. He was often sick, so leadership was weak. He could accept no challenges to Communism, locking up people as mad who criticised the regime.

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

Page 21	Mark Scheme	Syllabus	Paper
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19 (a) Describe economic conditions in the Soviet Union in the early 1980s.

Level 0: No response or response does not address the question [0]

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

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

e.g. Economic thinking had not changed since Stalin's time. Workers had a job for life and a home. The economy was in trouble.

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

e.g. Workers had a job for life and a home. They had no incentive to work harder or better. Products were often faulty or in poor condition. Alcoholism was a problem in the workplace. There was no competition to encourage improvements.

(b) 'It was powerful central control that caused political stagnation in the Soviet Union in the early 1980s.' 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. Yes: The need to control or be controlled kept leaders looking inwards, preventing them from seeing how they were leading their country.

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

Level 3 plus e.g. No: Leadership had suffered from both the need to recover from Stalin and identify what leadership in Russia was to be, and a series of elderly leaders who did not have the length of tenure to consider changes.

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

Page 22	Mark Scheme	Syllabus	Paper
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20 (a) What was Jaruzelski's role in Poland after 1980?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. He took over leadership of Poland in February 1981.

Level 3: Makes developed statements that answer the question [7–10]
e.g. He became head of the Communist Party and Prime Minister of Poland in February 1981, a post that subjected him to do the will of the Soviet government. He managed the negotiations with Walesa to prevent strikes, but had to respond when ordered to impose martial law.

(b) How significant were Nagy's planned internal reforms in causing the Soviet invasion of Hungary in 1956? 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. Yes: Imre Nagy replaced Rakosi. Nagy wanted more independence for Hungarians, allowing people to leave their collectives. Pressure from Moscow brought Rakosi back to power in 1955. Then pressure forced Rakosi to resign, to be replaced by Gero. Demonstrations against him prompted Soviet tanks to be summoned. Nagy becomes PM and announces reforms including free elections, a free press and withdrawal from the Warsaw Pact. Soviet forces return, the resistance is crushed and hardliner Kadar is put in charge of the government.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. Khrushchev was under pressure following his secret speech, facing criticism at home for the possible results of offering freedoms, especially where leaving the Warsaw Pact was involved, as this might bring enemy troops nearer to the Soviet Union. He had to be seen to be strong to encourage other countries in a similar position.

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) What difficulties did Ghana face as a newly-independent state?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. Rulers did not have the background in politics to know how to handle criticisms.

Level 3: Makes developed statements that answer the question [7–10]
e.g. When prices fell after an initial wealthy spell, Nkrumah turned to anger and ruthlessness to drive away what he saw as opposition.

(b) How successful has the Organisation of African Unity (OAU) been in supporting the development of African nations since 1963? 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. Yes: UN members worked together to promote African interests.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: It was seen to be bureaucratic and this slowed down decision making. Finally, it was disbanded 2002.

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

Page 24	Mark Scheme	Syllabus	Paper
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22 (a) What were the land ownership issues in South Africa between 1918 and 1948?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. Dutch and British settlers controlled the land.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Boers owned land, as did English families, and they had done so since the 1800s, then having no other home or homeland to go to. The Union of S Africa was part of the British Empire. Four million whites lived there. Also there were about 2 million mixed race people living there, and about 700 000 Asians. Black Africans numbered 18 million.

(b) ‘The black people of South Africa were unable to resist the development of apartheid.’
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. Yes: Opposition was very difficult where the 1950 Suppression of Communism Act gave police powers to arrest anyone and keep them 90 days without trial, and where Pass Laws determined the legal places blacks could be.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: The African National Congress was effective in informing world audiences about crises in S Africa, leading to pressure for change from Britain, Europe and the USA. This was true even when Nelson Mandela was in prison.

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

Page 25	Mark Scheme	Syllabus	Paper
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23 (a) Describe the events of 1947–48 that led to the declaration of the State of Israel.

Level 0: No response or response does not address the question [0]

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

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

e.g. Arabs stated their fears of being outnumbered in their own land.

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

e.g. Arabs stated their fears of being outnumbered in their own land. Jews, on the other hand, were critical of the restrictions on immigration and attacked the military headquarters of the British at the King David Hotel.

(b) ‘The main reason why Israel won the War of 1948–49 was lack of unity in the Arab world.’ 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. No: This success was also the result of good equipment, and in this Israel benefited from its links with the USA. In 1948–49, the first ceasefire gave the Israelis time to rearm with modern American weapons. Thereafter, all of their weaponry was up-to-date. Although the Arab countries did receive weapons from the USSR, these were rarely as modern as those of the Americans, and the Arabs were rarely well trained in their use.

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

Level 3 plus e.g. Yes: Their main area of agreement was in their opposition to Israel. Egypt signed a peace settlement in February 1949, and over the next few months Lebanon, Jordan and Syria did the same, culminating in peace in July 1949. Iraq simply withdrew her forces but did not sign any peace settlement.

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

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24 (a) Describe the establishment of the Palestinian National Authority, 1963.

Level 0: No response or response does not address the question [0]

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

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

e.g. It was set up with international backing.

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

e.g. It arose from the Oslo Accord.

(b) How successful was the Arab invasion of Israel in 1973? 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. Yes: Initially the shock invasion saw large areas of Israel overrun.

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

Level 3 plus e.g. No: Unexpectedly Israel was prepared to fight back and repelled the invasion, pushing the joint Arab forces back across the invaders' borders.

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

Page 27	Mark Scheme	Syllabus	Paper
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25 (a) What is Pan-Arabism?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. It means the union of all Arab states.

Level 3: Makes developed statements that answer the question [7–10]
e.g. It is a philosophy which espouses cultural and political unity between Arab states.

(b) How successful was Iraq in achieving its aims during the Iran-Iraq War of 1980–1988?
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. Yes: During the war, Iraq demonstrated its power and so informed the militant Muslims that they could oppose their efforts should they turn on Iraq.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. No: A short, sharp attack was turned into an eight-year brutal war that saw 250 000 Iraqis dead and an Iraq debt of \$80 billion.

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 relationship between the Chinese Communist Party (CCP) and the Guomindang in the 1920s.

Level 0: No response or response does not address the question [0]

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

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

e.g. They developed the First United Front and worked together through the 1926 Northern Expedition.

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

e.g. Comintern was involved in improving the organisation of the GMD and in encouraging the CCP to work with them. The imperial system was too strong for either to take on alone, and so the Northern Expedition was planned by the resultant United Front.

- (b) How far was the success of the CCP in the Civil War, 1946–49, caused by policies of the Guomindang? 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. Yes: The Nationalist GMD, having the strength of huge numbers, spread out into the countryside to wipe out groups of CCP's PLA forces. Guerrilla tactics enabled the PLA to pick off these troops.

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

Level 3 plus e.g. No: American aid to the GMD was cut, bringing about a change in success, and this led many to change sides, bringing strength to the PLA. The corruption within the GMD also supported this change of heart.

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

Page 29	Mark Scheme	Syllabus	Paper
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27 (a) Describe the leadership struggle in China which followed Mao's death.

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. Mao's wife was among those wanting to take the reign of power.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Those vying for power included the Gang of Four (Jiang Qing and her supporters), Hua Guofeng (a new member of the Party) and Deng Xiaoping.

(b) How far had the Cultural Revolution achieved its aims by 1967? 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. Yes: Students had taken to the street and torn out anything that was old, traditional or Western. Schools and colleges were closed down.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus No: It was not about Chinese culture. Violence erupted as Red Guards took the law into their own hands and ran an era of terror.

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

Page 30	Mark Scheme	Syllabus	Paper
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28 (a) What is meant by ‘Big Bang Reform’ in Japan in the late 1990s?

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. Japan reformed its financial systems.

Level 3: Makes developed statements that answer the question [7–10]
e.g. An efficient and competitive financial sector is absolutely essential for the vitality of the Japanese economy in the 21st century. The Financial System Reform, ‘Japanese Big Bang’, was commenced in November 1996 under the three principles of ‘free, fair and global’, aiming to rebuild the Japanese financial market into an international market comparable to the New York and London markets. As the first step, the revised Foreign Exchange Law was changed to totally liberalise cross-border transactions in April 1998. Then, the Financial System Reform Law, a package of revisions of laws including the Banking Law, the Securities and Exchange Law, and the Insurance Business Law, that were required to implement the Financial System Reform, was enforced in December 1998.

(b) To what extent have changes to Japanese society in the years since 1980 affected financial recovery? 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. Yes: An increasingly aging society has demanded increased spending on health and social care at a time when this growing number means that a smaller percentage of the population is contributing to the national financial pot.

Level 4: Explains the given factor and other factors [7–9]
Level 3 plus e.g. The stagnation of the stock market and the bad debt problems of Japanese banks show that the reforms have not accomplished their desired ends. The failure of the big bang is explained by the inability of the reforms to go beyond liberalising the securities industry by challenging the government’s protection of the banking sector, and to the government’s haphazard intervention in the stock market.

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

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29 (a) What was demanded by the Nehru Report in India in 1928?

Level 0: No response or response does not address the question [0]

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

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

e.g. They were joint proposals by Hindu and Muslims to Britain as to how India should be governed in the future.

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

e.g. They were the result of the Nehru Committee, set up when both Hindu and Muslims were boycotting the Simon Commission, 1927.

(b) How far were Muslim interests safeguarded in areas of Congress Rule from 1937 to 1939? 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. Argues that they were safeguarded: provincial governments obeyed the law and invited Muslims in – as long as they left the Muslim League.

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

Level 3 plus Argues that they were not e.g. Every aspect of life saw Muslims pressured to convert to Hindu – education's Wardha scheme giving instruction in Hindi and removing RE from the curriculum.

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

Page 32	Mark Scheme	Syllabus	Paper
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30 (a) Describe the struggle for independence in Indonesia from 1945.

Level 0: No response or response does not address the question [0]

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

Level 2: Makes simple statements that address the question [2–6]
e.g. Peaceful negotiations led to independence for Indonesia.

Level 3: Makes developed statements that answer the question [7–10]
e.g. Following armed uprisings, a conference of 120 delegates assembled at The Hague in August 1949 under the chairmanship of the Dutch prime minister, Willem Drees. The nationalist delegates were skilfully led by Hatta. On November 2nd, after ten weeks of haggling, the conference reached an agreement which transferred Dutch sovereignty to the United States of Indonesia, with Queen Juliana of the Netherlands as titular head of a new Netherlands-Indonesian Union, Sukarno as Indonesian president and Hatta as prime minister.

(b) 'The growth of education has been the greatest social success of Indonesian governments since 1967.' 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. Yes: The government's INPRES program launched in 1973 resulted in primary school enrolment ratio reaching 90% by 1983 while almost eliminating education gap between boys and girls. Chinese-only schools were phased out.

Level 4: Explains the given factor and other factors [7–9]
e.g. No: To promote assimilation of the influential Chinese-Indonesians, the Suharto government passed several laws as part of so-called 'Basic Policy for the Solution of Chinese Problem', whereby only one Chinese language publication (controlled by the army) was allowed to continue, all Chinese cultural and religious expressions (including display of Chinese characters) were prohibited from public space, Chinese schools were phased out, and the ethnic Chinese were encouraged to take up Indonesian-sounding names. In 1968, Suharto commenced the very successful family planning program to stem the huge population growth rate and hence increasing per capita income. A lasting legacy from this period is the spelling reform of Indonesian language decreed by Suharto on 17 August 1972.

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