
HISTORY (MODERN WORLD AFFAIRS)

2134/01

Paper 1 Modern World Affairs

May/June 2018

MARK SCHEME

Maximum Mark: 80

Published

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

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

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This document consists of **34** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
Notes		
<p>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.</p> <p>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.</p> <p>In all levels, provisionally award the highest mark and then moderate according to the qualities of the individual answer.</p> <p>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.</p>		
Generic mark scheme for Paper 1		
(a) Questions		
<p>Level 0: No response or response does not answer the question.</p>		[0]
<p>Level 1: Makes general statements about the topic that do not address the question.</p>		[1]
<p>Level 2: Makes simple statements that address the question.</p>		[2–6]
<p>Level 3: Makes developed statements that answer the question.</p>		[7–10]
(b) Questions		
<p>Level 0: No response or response does not answer the question.</p>		[0]
<p>Level 1: Makes general statements about the topic that do not address the question.</p>		[1]
<p>Level 2: Identifies/lists factors/describes.</p>		[2–4]
<p>Level 3: Explains the given factor or other factor.</p>		[5–6]
<p>Level 4: Explains the given factor and other factors.</p>		[7–9]
<p>Level 5: As Level 4 with additional reasoning to fully answer the question.</p>		[10]
<p>This generic mark scheme will be adapted to suit specific wording of individual questions.</p>		

Question	Answer	Marks
1(a)	<p>Describe the ways in which the Treaty of Versailles reduced German strength.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. Land was taken away.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Germany's African colonies became mandates of Britain and France, giving them increased access to trade and depriving Germany of the same, thus reducing Germany's power in the world.</p>	10
1(b)	<p>Was the Treaty of Rapallo the most important international agreement signed by Germany in the 1920s? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, it solved border anxieties left between the Treaties of Brest-Litovsk and Versailles.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, Locarno was more significant in that it calmed French fears about German intentions – there was to be no seeking to reclaim land lost on the western border of Germany.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
2(a)	<p>What was the work of the League of Nations?</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. It was to keep the peace.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Collective security meant that all countries working together should be able to negotiate ways out of disputes.</p>	10
2(b)	<p>Was poverty in Europe the main reason for the weakness of the League of Nations in the 1930s? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, poverty made trade really important, so in the Abyssinian Crisis Suez could not be closed as it would have harmed British and French trade.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, the USA was not a member and so any trade sanctions were of limited use as the USA did not stop trading, and indeed, filled in trade gaps.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
3(a)	<p>What was appeasement?</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. Britain and France giving in to German demands.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Allowing Germany to unite with Austria.</p>	10
3(b)	<p>Was the Treaty of Versailles the main cause of the Second World War? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, it left many German people anti-Britain and France, and eager to believe what Hitler told them about how Germany could be made strong again, leading to the reclaiming of land.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, the Depression caused such widespread poverty across Germany because of loan recalls that people were desperate to vote for anyone who gave them hope. This brought Hitler to power with his stated 25 Point Programme that took Germany to war.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
4(a)	<p>What decisions were reached at the Yalta Conference?</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. Decisions were made about Poland.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. It was agreed that free elections should be held in Poland.</p>	10
4(b)	<p>‘The Potsdam Conference was a failure.’ How true was this? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, disagreements were significant: borders between zones and the question of reparations held the conference back.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, the handing over of command of zones to military commanders meant that humanitarian work could be managed effectively.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
5(a)	<p>Describe the role of the International Court of Justice of the United Nations.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. It settles disputes.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. It settles disputes between states e.g. fishing limits between Britain and Norway.</p>	10
5(b)	<p>‘The permanent members of the Security Council must agree before any action can be taken.’ Has this been a strength or a weakness of the United Nations? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, similar in that in both cases it was about freedom, Nasser gaining freedom from Western oppression and Nagy trying to gain freedom USSR’s oppression. A strength: discussion has slowed the actions of leaders who had feelings rather than evidence e.g. USA and Iraq. A weakness: the involvement of the US in Korea was only possible because Russia had withdrawn its support.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, in Hungary the power of the USSR was brought to stifle change, whilst in Suez the UN intervened to support Nasser.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
6(a)	<p>Describe the treatment of Jewish people in Hitler’s Germany up to 1938.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. They were discriminated against.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. They were moved from their homes and made to live in areas where they had no freedom and few possessions.</p>	10
6(b)	<p>‘It was mainly fear of the secret police that allowed the Nazi Party to keep control over Germany.’ Do you agree? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, violence in polling stations saw Germans forced to vote for the Nazi Party.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, promises of economic development bringing security to Germany won them votes.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
7(a)	<p>Describe how a Fascist dictatorship was established in Italy in the 1920s.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. Mussolini controlled the press.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. The 1925 Press Laws saw government approval required for all publications.</p>	10
7(b)	<p>‘Sustained economic development.’ How far does this describe the achievements of Mussolini in Italy? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, aiming for self-sufficiency, the Battle for Grain saw production rise by 100% between 1922 and 1939.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, The drive to produce grain saw other foodstuffs’ production reduce.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
8(a)	<p>What were the domestic policies of the government of the Second Republic in Spain after 1931?</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. The Church lost power.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. The Roman Catholic Church was no longer allowed to teach in schools.</p>	10
8(b)	<p>How important were air raids in bringing about the defeat of the Republican forces in the Spanish Civil War? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, bombing raids supported land attacks e.g. they broke the blockade around nationalist Morocco.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, It was mainly a land war fought with tanks and supported by mercenaries from Africa, the Spanish Foreign Legion and the Army of Africa.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
9(a)	<p>Describe the impact of the General Strike on British coal miners, 1926–7.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. They were poorer.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. They grew so poor and had so little power, as other trades had made deals and returned to work, that they returned to work agreeing to worse conditions than before 1926.</p>	10
9(b)	<p>‘A decade of development.’ How true was this of the 1930s in Britain? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, new industries developed e.g. chemical industries in the south of England.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, outdated, under-resourced industries in the north around Jarrow were dying causing high unemployment in northern areas.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
10(a)	<p>What organisations were established to help Europe recover from the Second World War?</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. The UN and the EEC were established.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. The OEEC was set up and led by Britain, to oversee the spending of Marshall Plan support.</p>	10
10(b)	<p>‘The greatest achievement of the European Union (EU) since 1991 has been the single market.’ How far do you agree with this? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, It has encouraged buying from within the EU by basing national contributions on buying from outside it. There has therefore been economic growth.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, for France it has been the CAP that has supported farmers by guaranteeing their income.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
11(a)	<p>Describe the Jazz Age.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. Black musicians became valued.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. The Harlem Renaissance saw musicians/singers attracting customers to bars and clubs, and taking an interest in the lives of Black musicians.</p>	10
11(b)	<p>‘The 1920s saw a great change in role of women in American society.’ How far do you agree with this? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, women were enfranchised and led by remarkable women such as E Roosevelt who modelled public life for them.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, women had little political power still. In the south, they were expected to work, raise children and look after house and husband.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
12(a)	<p>What were the aims of the New Deal?</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. To help Americans through the Great Depression.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Relief: to give relief from poverty through direct help for those without food and homes.</p>	10
12(b)	<p>How effective was the Agricultural Adjustment Act? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains effectiveness or no effectiveness. E.g. Money was given to farmers to reduce production.</p> <p>Level 4 [7–9 marks] Level 4: Explains effectiveness and no effectiveness. E.g. L3 plus it did not put excess food into the market, but rather destroyed it. This raised the price of food.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
13(a)	<p>What was Johnson’s ‘Great Society’?</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. It aimed to end poverty and injustice.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. To reduce numbers in society earning less than \$3000/pa, the level identified as poverty.</p>	10
13(b)	<p>‘Nixon’s reputation suffered mainly because of the impact of his economic policies.’ How far do you agree with this? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, By 1971 there were 4 million out of work, and prices were up.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, It was Watergate.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
14(a)	<p>Describe the contribution of Malcolm X to the struggle for civil rights in the USA.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. Black Pride gained a following.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. He believed that integration would not be good for Black people. He coined the phrase 'Black Power'.</p>	10
14(b)	<p>'The civil rights movement has achieved equality and opportunity for all Americans.' Do you agree? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, Colin Powell showed how Americans could go from the army, through to Joint Chiefs of Staff to Secretary of State.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, unemployment rates are higher amongst Black people. By the 1990s most Black Americans were worse off than in the 1970s.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
15(a)	<p>Describe the ‘Dirty War’.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. It happened during a period of military rule.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. The era of the Montaneros’ guerilla was ended by the clean-up called the Dirty War.</p>	10
15(b)	<p>‘The main reason for the restoration of democracy in Argentina was the Falklands War.’ Do you agree? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, Argentina suffered losses during the war, caused the government to be overturned.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, economic policies of the 1970s were not addressed by the war.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
16(a)	<p>Describe the February/March Revolution of 1917.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. The Tsar lost power.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Bread rioters won the support of the army and turned against Tsar Nicholas.</p>	10
16(b)	<p>Was the Kornilov Affair the most important factor in ending the rule of the Provisional Government? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, it allowed the Bolshevik army to hold weapons for training purposes, preparing themselves for revolution.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, more important was the failure of the Provisional Government to meet the needs of the people for an end to war, and for the provision of food and land.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
17(a)	<p>Describe how Stalin used propaganda during the Great Patriotic War.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. He made speeches and had victory posters made.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. 1941 he spoke of the war being not about Russia v Germany, but Communism v Fascism in order to bring all the country together.</p>	10
17(b)	<p>‘Stalin’s economic policy saw the USSR recover from the Great Patriotic War.’ How far do you agree? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, the destruction was so bad that the 5 year plans had to start all over again, including the harsh working conditions, but the 4th 5 Year Plan saw production back to 1940 levels.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, agricultural production failed. There was a famine in 1952 with a harvest that was 40% of 1940.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
18(a)	<p>What was the Virgin Lands Scheme?</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. It provided new land to farm.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. in Kazakhstan and Siberia volunteers and tractors developed previously un-farmed land.</p>	10
18(b)	<p>How far did Khrushchev's domestic policies demonstrate a 'thaw' within the Soviet Union? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. No, Writers were free to write novels critical of life in Stalin's Russia, but not of current aspects of life or government.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. Level 3 plus e.g. yes, sacked politicians and officials were allowed to retire into obscurity instead of being imprisoned.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
19(a)	<p>Describe reactions in the Soviet Union to perestroika.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. They did not understand the new rules.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. So set in the old ways were local administrators that initiatives were often set in great bureaucracies and never got off the ground.</p>	10
19(b)	<p>How far did glasnost bring about the collapse of the Soviet Union? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, the openness was incompatible with communism. E.g. No, the economy/Afghanistan were already weakening.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, Chechnya wanted to remain free from all links with Russia. Yeltsin invaded Chechnya to encourage a change of mind, but failed and war followed.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

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Question	Answer	Marks
20(a)	<p>Describe Russian involvement in Germany from the end of the Second World War until May 1949.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. The eastern sector of Germany was looked after by Russia after the war.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Fear of the developing capitalist area of Berlin developing within the communist zone resulted in the Berlin blockade.</p>	10
20(b)	<p>How similar were the governments of Eastern European countries from 1945 to 1955? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, It was expected that all would share a structure by which leaders were overseen from Moscow e.g. Romania abolished the monarchy.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, Tito in Yugoslavia established a communist government but was expelled from the USSR for refusing to accept the USSR's requirements.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
21(a)	<p>Describe the French response to calls for independence from Algeria in the 1940s and 1950s.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. peaceful campaigns were ignored.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. M Hadj's peaceful movement campaigned but was ignored.</p>	10
21(b)	<p>'Independence from France in 1962 solved the problems of Algerians.' How far do you agree? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, Ben Bella's land reform benefited farmers.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, the FLN became lynch mobs and violence against Algerians became the norm.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
22(a)	<p>Describe the 1948 national elections in South Africa.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question'</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. Malan defeated Jan Smuts.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Malan's policy of racial segregation caused the National Party defeat Jan Smuts' United Party.</p>	10
22(b)	<p>Was the 1950 Group Areas Act the most significant law in the establishment of apartheid in South Africa? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, it introduced the concept of forced movement (though it did not work), with areas for Black, Coloured and White people.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, race was not easily determined by skin colour. Pass Laws were strengthened instead.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
23(a)	<p>Describe immigration into Palestine from 1919 to 1949.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. There was Jewish immigration into Palestine.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Nazi oppression in Europe increased the rate of Jewish immigration into Palestine before the Second World War.</p>	10
23(b)	<p>‘The 1947 Partition Plan served the needs of the inhabitants of Palestine.’ How far do you agree? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, the UNSCOP Report suggested dividing Palestine into areas based on majority populations.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, the Arab Higher Committee rejected the plan, saying that the land was all theirs.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
24(a)	<p>Describe the overthrow of King Farouk in Egypt.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. A group of army officers seized power .</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. He was forced into exile.</p>	10
24(b)	<p>How damaging to Nasser’s popularity was the decision to cancel the loan to Egypt for the building of the Aswan Dam? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, he had to take action to save face, hence the Suez War.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors E.g. No, Nasser already had international support e.g. recognition from China and buying weapons through Russia’s ally, Czechoslovakia.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
25(a)	<p>Describe the overthrow of the Shah in 1979.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. Popular uprising.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. He was forced into exile.</p>	10
25(b)	<p>How successful was the Shah as leader of Iran up to the establishment of martial law in 1978? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, there was great social development e.g. education and votes for women.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, the changes brought about a huge gap between rich and poor and opposition to him grew.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
26(a)	<p>Describe the political situation in China by 1919.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. Warlords ruled.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Central government had collapsed, leaving only an area around Beijing under central control.</p>	10
26(b)	<p>‘Chiang Kai-shek was the main reason for the growing strength of the Guomindang in the 1920s.’ Do you agree? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. No, it was Sun Yat-sen policies that were popular with the people.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. Yes, the army was formed when Chiang Kai-shek led the Northern campaign and Chinese people followed, eager to remove the warlords.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
27(a)	<p>Describe the role of the Gang of Four in Chinese politics, 1971–76.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. They ruled China.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. They worked to give all people a full share in political decision making, hoping to be appointed as Mao’s successors.</p>	10
27(b)	<p>‘As China was modernised, individual freedoms grew.’ How true was this of China in the 1980s? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks]. Level 3: Explains the given factor or other factor E.g. Yes, land ownership was given to farmers in exchange for growth and guarantees about the surplus available after sales.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, the one-child policy reduced freedom.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
28(a)	<p>What was the Potsdam Declaration, 26 July 1945?</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. It ended the war with Japan.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. The Potsdam Declaration demanded unconditional surrender and the destruction of all air power.</p>	10
28(b)	<p>How far was Japan's economic miracle the result of the USA's contribution? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, America paid Japan for special procurement amounting to 27% of Japan's export trade.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, Japan developed the concept of kairetsu, through which co-operation between suppliers, banks and manufacturers guaranteed that the needs of each were met.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
29(a)	<p>Describe the condition of India after 1947.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. It was weak.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Hindus and Sikhs from other areas flooded in, causing an economic and social disaster.</p>	10
29(b)	<p>How important has government investment in industry been in India's development since 1947? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, in 1990 the government funded laboratories to help with space industries.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, since 1992 all transport, communications and health centre developments have been in private hands.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10

Question	Answer	Marks
30(a)	<p>Describe the events that led to independence to Malaya in 1957.</p> <p>Level 1 [1 mark] Level 1: Makes general statements about the topic that do not address the question.</p> <p>Level 2 [2–6 marks] Level 2: Makes simple statements that address the question. E.g. Britain found it difficult to police the area.</p> <p>Level 3 [7–10 marks] Level 3: Makes developed statements that answer the question. E.g. Strikes led by communist guerillas and Chin Peng forced the issue.</p>	10
30(b)	<p>‘Social factors were more important than economic considerations in the decision to separate Singapore from Malaysia in 1965.’ How true was this? Explain your answer.</p> <p>Level 1 [1 mark] Level 1: Makes points about the topic in general terms, but not applied to the question.</p> <p>Level 2 [2–4 marks] Level 2: Identifies/lists factors/describes.</p> <p>Level 3 [5–6 marks] Level 3: Explains the given factor or other factor. E.g. Yes, Malaysian policies of affirmative action discriminated against Singapore’s Chinese population.</p> <p>Level 4 [7–9 marks] Level 4: Explains the given factor and other factors. E.g. No, the dominance of Singapore’s economy caused Kuala Lumpur to fear a shift in power, causing K L to expel Singapore from Malaysia.</p> <p>Level 5 [10 marks] Level 5: As Level 4 with additional reasoning to fully answer the question.</p>	10