

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Ordinary Level

MARK SCHEME for the October/November 2015 series

2134 HISTORY (MODERN WORLD AFFAIRS)

2134/01

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

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

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

Notes

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

Generic mark scheme for Paper 1

(a) Questions

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

(b) Questions

- Level 0: No response or response does not answer the question. [0]**
- Level 1: Makes general statements about the topic that do not address the question. [1]**
- Level 2: Identifies/lists factors/describes. [2–4]**
- Level 3: Explains the given factor or other factor. [5–6]**
- Level 4: Explains the given factor and other factors. [7–9]**
- Level 5: As Level 4 with additional reasoning to fully answer the question. [10]**

This generic mark scheme will be adapted to suit specific wording of individual questions.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

Section A

International Relations and Developments

1 (a) What were the terms of the Treaty of Trianon?

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 Trianon set out the terms for peace between the allies and Hungary. It reduced the size of Hungary.

Level 3

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

e.g. It imposed military reductions and reparations charges, broke up the Hungarian Empire and reduced the size of Hungary to 25% of its former area and 33% of its former population.

(b) ‘The Locarno Treaties showed that the peace settlement with Germany in 1919 had been a failure.’ How far do you agree? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to 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 shows that the peace settlement did not promote trust, as the Locarno Treaties were needed to guarantee the borders of Germany with Belgium and France.

Level 4

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

Level 3 plus e.g. No: they were in response to new situations, e.g. Germany wanted to join the League of Nations and was showing that the borders as set out at Versailles were accepted by Germany.

Level 5

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

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

2 (a) Describe three successes of the agencies of the League of Nations in the 1920s and 1930s.

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. Agencies of the League looked after refugees and dealt with the drug trade.

Level 3

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

e.g. The league helped to repatriate 400 000 prisoners of war. It made sure that people in mandated territories were looked after by countries with mandates, e.g. Britain and France.

(b) ‘The main reason that the League of Nations failed to resolve the Corfu Crisis was that a major European power was the aggressor.’ How far do you agree? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. Strong countries knew their way around the procedures of the League of Nations, leading to Italy calling on a Conference of Ambassadors to overturn the suggested terms for a solution.

Level 4

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

Level 3 plus e.g. The League of Nations acted as it was designed to: it met to discuss the situation, and then offered suggestions and terms for an agreement. It was not able to take military action as Britain and France were in no position to provide an army after the First World War.

Level 5

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

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

3 (a) Describe attitudes in Britain and France to the threat of war in the 1930s.

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 felt fear of another war and disbelief that war could be allowed to happen.

Level 3

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

e.g. Disbelief that anyone could want another war led leaders to believe that Hitler was a gentleman who only wanted what was fair – and the public were happy to believe them.

(b) How significant was Germany’s remilitarisation of the Rhineland in March 1936 as a cause of the Second World War? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. Hitler’s foreign policy shows that he was intent on an aggressive overthrow of governments around Germany and that the March into the Rhineland was testing the ground.

Level 4

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

Level 3 plus e.g. Hitler could have been stopped more at this point than later by a show of force as information released later showed that his troops were unprepared and instructed to pull back rather than face opposition.

Level 5

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

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

4 (a) What was NATO?

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. Western powers agreed to work together for their own protection through a new organisation called NATO.

Level 3

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

e.g. NATO was set up in 1949 in response to the Berlin Blockade. It was an organisation that brought them together in case of war against the USSR.

(b) How far was the arms race of the Cold War years about prestige? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to 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, each country matched the production of the other. The USA made most of the technical breakthroughs, but the Soviet Union was never far behind.

Level 4

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

Level 3 plus e.g. No, they were built to protect; to act as a deterrent. Though each side produced enough to destroy the world several times over, nuclear weapons were never used in anger even during the most pressing disagreements between the SU and the USA, e.g. Cuba 1962.

Level 5

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

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

- 5 (a) Describe events in the Congo between independence in June 1960 and the end of the Civil War in 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. Lumumba could not manage without Belgian support and called for the help of the UN to help him to rule.

Level 3

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

e.g. When Lumumba became Prime Minister in 1960 he could not control the army, which mutinied. Katanga split away under Tshombe. The Belgian army was sent back to the Congo, but Lumumba asked for UN help. Democratic rule was restored.

- (b) How far did the United Nations find it difficult to achieve its aims up to 2000? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains factors relating to one aim [5–6]

e.g. Not easy – freedom to practise religion: Arab Israeli War 1967 broke out after U Thant withdrew peace keeping force.

Level 4

Explains factors relating to other aims [7–9]

Level 3 plus e.g. The Aid Agencies have continued to help the poorest or most needy areas of the world, e.g. UNRRA looks after the many refugees that have resulted from the crises post 1945, e.g. in the Middle East.

Level 5

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

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

Section B

Western Europe

6 (a) Who supported the Nazis 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 end of World War 1 left many Germans unhappy. Supporters of the Kaiser did not believe war was over and supported the Nazis who promised to get back for Germany that which was Germany's.

Level 3

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

e.g. Many people did not know that Germany was suffering defeat in war and so were dissatisfied with the call for a cease-fire by Ludendorff and the abdication of the Kaiser. They did not trust Ebert's Weimar government and supported the Nazis who promised to get back for Germany that which was Germany's, e.g. her colonies and freedom to have a military presence.

(b) 'The Nazi Party came to power in Germany because of the effects of the Depression.' How far do you agree? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to 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 Depression caused loans from America to stop, leading to a fall in wages and an increase in unemployment in Germany. This gave Hitler's rallies a focus that people were interested in hearing.

Level 4

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

Level 3 plus e.g. The Nazi Party came to power without winning an election by joining with the Nationalists in 1933 and expelling the Communists after the Reichstag Fire to win 286 of 500 seats in the election.

Level 5

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

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

7 (a) Describe Mussolini's attempts to make Italy self-sufficient.

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. Attempts were made to grow enough grain to feed Italians and reduce imports.

Level 3

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

e.g. The Battle for Grain saw production of grain increase 100% between 1922 and 1939, but this was at a cost to dairy production.

(b) Was control of the press the main reason why there was so little opposition to Mussolini's rule in Italy? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to 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 OVRA (Secret Police) ensured that newspapers, textbooks, radio and theatre only gave pro-Fascist views, and proclaimed pro-Mussolini stories.

Level 4

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

Level 3 plus e.g. Groups were established to promote Fascism and glory in the strength of Italy, e.g. the Sons of She Wolf for 4–8s, the Balilla for 8–14s and the Avanguardisti for 14–21s.

Level 5

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

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

8 (a) Describe the Battle for Madrid during November and December 1936.

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. From a position of stalemate early in 1937, Republicans tried to take Madrid but failed because of lack of supplies.

Level 3

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

e.g. Vincente Rojo planned for a July 6th attack on Brunete to draw out the weak force of Nationalists in Madrid, but it failed to take advantage by wasting time attacking small groups and allowing the Nationalists to reinforce their troops.

(b) How significant was Italian intervention to Franco's success in the Civil War? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. Mussolini sent volunteers to support Franco. Some Italians who had moved abroad during Mussolini's time in power formed the Garibaldi Brigade. These Italians fought on the Republicans' side. At the Battle of Guadalajara, Italians fought Italians – something people in Italy had dreaded. In this battle the Republicans won.

Level 4

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

Level 3 plus e.g. As Aragon fell, the Nationalists had control of the industrial heartland, thousands of worker-prisoners and Mediterranean ports for their fleet by the end of 1937. This situation improved Franco's chances of success.

Level 5

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

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

9 (a) Describe the impact of the Popular Front government in France (1936–37) on the lives of French workers.

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 government negotiated with strike leaders to end the strike with an agreement to increase wages and offer rights to trade unions.

Level 3

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

e.g. The government, trade unions, the Confederation for Labour (CTG) and the Socialist Party agreed pay increases of between 7% and 15% in any factory as long as it did not increase the overall pay bill by more than 12%.

(b) How different was life in occupied France from life in Vichy France? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to 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: occupied France saw food produced in France directed into Germany, leaving French people with very little other than what they could find, e.g. rhubarb leaves.

Level 4

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

Level 3 plus e.g. No: to satisfy the occupying forces, even Vichy France saw the establishment of camps to house political prisoners, Jews and those opposed to German occupation.

Level 5

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

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

10 (a) What was the Common Agricultural Policy?

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. CAP work to make sure food is available across the EU at prices that are fair but guarantee a living for farmers.

Level 3

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

e.g. It works by establishing Target prices, Threshold prices and Intervention prices to establish the open market price, the import-level price and the price that triggers the EU to buy up surplus produce.

(b) How far was the European Community of 1986 the same as the European Economic Community established by the Treaty of Rome in 1957? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. It remains based on the European Economic Community with a shared trading policy to compete with the USA, promote expansion and prosperity and raise living standards.

Level 4

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

Level 3 plus e.g. It has grown, e.g. in 1957 members were Belgium, France, West Germany (Federal Republic), Italy and Luxembourg. 1973 saw Denmark, Ireland and the UK join. 1981 saw Greece join. 1986 saw Spain and Portugal join.

Level 5

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

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

Section C

The Americas

11 (a) Describe the lives of black Americans during 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. In the South they were often poor farmers.

Level 3

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

e.g. In the South they often worked as sharecroppers, impoverished through the need to give much of their crop to their landlords.

(b) How far was the Wall Street Crash caused by stock market speculation? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. Between 1923 and 1926 share prices had risen by 54%, and by 1929 by 300%, fuelled by American people borrowing money to ride on the wave to wealth. When some began to sell, the bubble burst and prices fell, causing more to sell. Panic set in and the stock market collapsed.

Level 4

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

Level 3 plus e.g. Overproduction of, e.g. washers, radios and watches had led to stockpiling, giving a false sense of prosperity by hiding sales and sustainability. More was produced than were needed, at home or abroad.

Level 5

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

Page 14	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

12 (a) What were President Hoover’s views on government provision of welfare?

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. President Hoover believed in Rugged Individualism.

Level 3

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

e.g. President Hoover believed that the government was an umpire and not a player in the economy and that government help would stop people from helping themselves, e.g. he gave loans to banks to help industry to provide jobs.

(b) ‘The introduction of fireside chats was the most important measure of the first one hundred days of Roosevelt’s presidency.’ How far do you agree? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. During March 12th 1933 Americans heard President Roosevelt tell them by radio that he had closed the banks in 38 states, but that some would reopen the next day with state backing and that others would open later. They were intended to communicate intentions in everyday language. Overnight this brought some confidence back and investment began to grow.

Level 4

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

Level 3 plus e.g. Unemployment was addressed as well. CCC saw civilians employed in the countryside on conservation projects that gave workers housing, wages and sent part of their wages home to families.

Level 5

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

Page 15	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

13 (a) What was meant by ‘Reaganomics’?

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 giving tax cuts to give people more money to spend.

Level 3

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

e.g. A phased 30% tax cut on higher earners would promote employment, growth of industries and spending, leading to higher tax revenues ultimately.

(b) ‘Reagan was more successful in foreign policy than in domestic policy.’ How far do you agree? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. His government in the 1980s began the Star Wars developments as well as vastly increasing the military. When START began to be seen as creating a potential threat globally by promoting a response from the USSR, he turned to Gorbachev in 1987 when he sought to reduce East-West tensions through talks. This has been seen as the beginning of the end of the Cold War.

Level 4

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

Level 3 plus e.g. Low tax with high levels of spending on the military left the highest national debt ever known. Job losses and soaring inflation resulted in economic hardships and the stock market crash of 1987.

Level 5

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

Page 16	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

14 (a) What were the ‘Freedom Rides’?

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. These were part of the campaign for Civil Rights in the south of the USA in the 1950s and 60s.

Level 3

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

e.g. Following the Montgomery Ruling, CORE members went into the South to insist on equal treatment in stations and eating areas.

(b) ‘The Selma Marches of 1965 divided the Civil Rights movement.’ How far do you agree? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. After the original march was banned by civil authorities, King led a token march and turned back, causing radical black activists to criticise him for compromising.

Level 4

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

Level 3 plus e.g. The main drive for Civil Rights was through law makers. This compromise showed up white racism and thus supported the cause, leading to the Voting Rights Bill 1965 that ended Literacy Tests.

Level 5

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

Page 17	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

15 (a) Describe the attitude of the Chilean public towards General Pinochet by 1988?

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 thought he saved Chile from Communism.

Level 3

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

e.g. Following a period of near economic destruction, he was seen as removing state authority and causing new industrial growth in areas such as timber, fruit and fish.

(b) How different was the government of Aylwin from that of Pinochet? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. Pinochet removed political opposition by force, capturing and executing Allende's supporters. Aylwin formed a Commission for handling the past, leading to a Reparation and Reconciliation Corporation to handle human rights violations.

Level 4

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

L3 plus e.g. Both were opponents of Communism, Pinochet taking government control out of industry and Aylwin handling the crisis in the copper industry through nationalisation with popular support.

Level 5

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

Page 18	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

Section D

The Soviet Union and Eastern Europe

16 (a) Describe the struggle for power in the USSR in the four years following the death of Lenin in 1924.

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. Stalin became leader of the USSR by 1929 after a contest with Trotsky.

Level 3

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

e.g. Zinoviev, Kamenev, Bukharin, Stalin and Trotsky each expected to become leader. Political scheming saw Stalin, Kamenev and Zinoviev isolate Trotsky and Bukharin in the Politburo.

(b) How successful was collectivisation in the USSR? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

Level 3 plus e.g. There were no famines once collectives were fully functioning, machinery was introduced, specialists taught new methods and the effect was that towns could be fed.

Level 4

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

e.g. Farmers themselves were left with poor food supplies as demands for crops such as flax to serve industry were increased.

Level 5

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

Page 19	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

17 (a) What did young people in the USSR learn about Stalin during his time in power, and how did they learn it?

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. Posters, textbooks and newspapers were used to show the kind, fatherly, successful Stalin.

Level 3

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

The history of the Soviet Union was rewritten so that Lenin and Stalin were the only heroes of the revolution. Pages in school books were overprinted to change the stories.

(b) How far was economic recovery Stalin’s priority in the post-war period? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/ lists factors/ describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

E.g. The 5 Year Plan 1945–50 was focused on coal (147.3 m tonnes – 261.1 m tonnes), oil (19.4 m tonnes – 37.9 m tonnes), and steel (12.3 m tonnes – 27.3 m tonnes).

Level 4

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

Level 3 plus e.g. The 1951–55 Plan was about prestige projects and achieved little. The USSR could afford to live off the gains made from German territory during the war.

Level 5

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

Page 20	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

18 (a) How did the USSR contribute to space exploration during Khrushchev's time as leader?

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 first satellite was launched into space.

Level 3

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

e.g. Khrushchev greatly expanded the space programme seeing it as a means of greatly enhancing national prestige and a massive propaganda vehicle. During his premiership the Soviet Union launched the first satellite (Sputnik) followed by the first dog (Laika), man (Yuri Gagarin) and woman (Valentina Tereshkova) into space.

(b) How far was Stalin's work undone in the USSR after his death? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. Troikas operated by security agencies under Stalin were abolished. There were no further political trials.

Level 4

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

Level 3 plus e.g. Khrushchev was concerned for his own security, and used Stalin's methods to effectively expel his own political opponents, e.g. Bulganin.

Level 5

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

Page 21	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

19 (a) Describe the 1991 coup against Gorbachev.

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. Communism was being eradicated and hardliners attacked Gorbachev. Yeltsin helped Gorbachev.

Level 3

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

e.g. August 1991 saw hardliners try to oust Gorbachev from power whilst he was holidaying, keeping him under house arrest. Yeltsin spearheaded the resistance to protect Gorbachev and was seen as powerful as a result.

(b) How far was Yeltsin a reformer? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. At a time when people could not buy goods because of lack of availability and food was rationed, Yeltsin opened up the economy by abandoning price controls and privatising state property.

Level 4

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

Level 3 plus e.g. He aggressively fought against the breakaway Chechnya, leading to a civil war.

Level 5

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

Page 22	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

20 (a) What was the Brezhnev Doctrine?

Level 0

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

Level 1

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

Level 2

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

e.g. It was to prevent countries breaking away from the Soviet Empire.

Level 3

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

e.g. 1968 Brezhnev ordered that attempts to leave the Soviet Empire would be met with military intervention, whilst attempts to introduce elements of capitalism would be prevented by surrounding Communist countries working together to prevent the operation of capitalist policies.

(b) How far was the Prague Spring a threat to Soviet domination in Eastern Europe? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. 'Socialism with a human face' was associated with capitalism and democracy and had to be challenged to prevent ideas spilling into neighbouring areas.

Level 4

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

Level 3 plus e.g. It made it stronger as Warsaw Pact countries responded to limit the damage to Communism of Dubcek's liberal plans, even though loyalty to the Warsaw Pact had been pledged.

Level 5

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

Page 23	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

Section E

Africa and the Middle East

21 (a) Describe the work of Ahmed Ben Bella in Algeria after 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. He led the Algerian Independence Movement.

Level 3

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

e.g. He led the FLN when it met aggression from France 1945, becoming President on independence.

(b) How significant was the leaders' lack of government experience in explaining the problems faced by newly-independent African countries? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. Patrice Lumumba in Zaire/the Congo was unable to keep order in the early days of independence and turned to the UN and Russia for help. Civil war was the outcome of his initial errors in failing to control the military.

Level 4

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

Level 3 plus e.g. There were other problems, e.g. in Algeria the French colonists left Algeria, taking with them their expertise in production and their spending power. Survival as a country was difficult.

Level 5

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

Page 24	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

22 (a) What was the contribution of Jan Smuts in the period 1919–48 to the development of political life in South Africa?

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 gave the ideas behind apartheid.

Level 3

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

e.g. He justified the building of separate institutions and territorial segregation as the needs of blacks and whites were said to be different.

(b) How important was the student movement in South Africa in the struggle against apartheid? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. A National Youth Organisation was set up involving schools and universities. The SA Students' Organisation embraced Black Power and made sure that information spread about the relative poverty of education under apartheid.

Level 4

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

Level 3 plus e.g. Trade unions helped by working towards the 1981 Labour Relations Amendment Act, allowing racially mixed trade unions.

Level 5

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

Page 25	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

23 (a) What was the Balfour Declaration?

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 gave Jews a home in Palestine.

Level 3

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

e.g. It demonstrated the intentions of the British government post-war, in an attempt to encourage American Jews to bring America into the war.

(b) How successful was the 1948–49 Arab-Israeli War in securing the state of Israel? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. Aiming to prevent the formation of an Israeli state on their land, Palestinian Arabs, supported by Syria, Jordan and Egypt, attacked in May 1948 to prevent the take-over of Jerusalem when the Israelis had pre-empted the UN agreement. While each country held independent peace talks, the threat to Israel was not over.

Level 4

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

Level 3 plus e.g. Israeli forces fought back effectively and drove the Arab armies back beyond the UN suggested boundaries. The added land unhoused Arab populations that lived there.

Level 5

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

Page 26	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

24 (a) Describe the Suez Crisis.

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. Britain and France prevented Colonel Nasser from nationalising the Suez Canal.

Level 3

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

e.g. An Israeli invasion of Sinai was the excuse needed to send French and British forces into Egypt to recapture the canal zone.

(b) ‘The success of the Camp David negotiations can be credited to President Sadat.’ How far do you agree? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. 1978 Camp David meeting was the first time Arab and Israeli leaders had officially met, and it had been brought about due to the initiative of Sadat in seeking American help in 1975 and talking in the Israeli Knesset to urge peace.

Level 4

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

Level 3 plus e.g. The accord that was drawn up at Camp David, the one that resembled closely the Accord they eventually signed, saw Israel retreat from Sinai, suggesting that Begin also contributed to the success by giving up land that Israel had won in war.

Level 5

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

Page 27	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

25 (a) What were the main events of the Iran-Iraq War, 1980–88?

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. In 1980 Saddam Hussein began an attack on Iran. Iran was stronger than he expected and he was not successful.

Level 3

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

e.g. Land and air attacks supported by GB, the USA and neighbouring Gulf States against post-revolution Iran failed to leave Iran weaker.

(b) How united have Arabs been since 1988? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to 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 Civil War in the Lebanon from 1975 was Arab against Arab, with Syria supporting one side from 1976, with the support of other Arab nations.

Level 4

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

Level 3 plus e.g. In 1990 Syria and Lebanon supported Iraq against the UN blockades.

Level 5

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

Page 28	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

Section F

Asia

- 26 (a) Describe the struggles between the Guomindang and the Chinese Communist Party up to 1937.

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. Guomindang forces surrounded the CCP forces, leading them to flee from their stronghold as the only option to failure.

Level 3

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

e.g. Following the Shanghai Massacre of CCP forces by their allies in the Guomindang, CCP forces were surrounded in Jianxi Soviet and forced to fight or flee. The Red Army began its journey westwards in what turned into the Long March.

- (b) How significant was the Xian Incident to the success of the Chinese Communist Party after the Long March? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. Yes, it was significant in that it prevented the attack on the CCP by the GMD, which would have been damaging as the Red Army was weak after the Long March.

Level 4

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

Level 3 plus e.g. It was less significant than that Chiang Kai-Shek took over the leadership of the joint force, as recommended by Stalin.

Level 5

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

Page 29	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

27 (a) What was the Hundred Flowers Campaign?

Level 0

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

Level 1

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

Level 2

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

e.g. It was the policy inviting the people of China to comment on the achievements of Mao's government.

Level 3

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

e.g. Cited as being for 'allowing schools of thought to compete', it provided the opportunity to criticise Mao's government, as a result of which many of those who offered criticisms were arrested.

(b) How far did the Great Leap Forward meet Mao's aims? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. Aiming to rival America in economic terms, and following his tour of China where he saw that his people could achieve more, huge communes were developed in the second Five-Year Plan and led to the industrialisation of farming. 1956–57 saw enthusiasm and increased production.

Level 4

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

Level 3 plus e.g. It was not successful in increasing industrial output. The industries in the communes were equipped with machinery that peasants did not know how to use and that broke down, e.g. steel furnaces and generators. Little was produced and they took men away from the fields, meaning that production fell after 1958.

Level 5

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

Page 30	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

28 (a) Describe the political situation in Japan 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 1920s saw rule by oligarchs, military groups and the development of party politics.

Level 3

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

e.g. The 1920s were marked by conflict between the young and educated, calling for universal male suffrage and democracy, and the army and navy who led anti-democracy uprisings.

(b) ‘A large sphere of economic domination.’ Was this the most important consequence of Japan’s expansion into China in the 1930s? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to 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 Manchurian Crisis ended with the dramatic walk-out of Japanese delegates from the League of Nations in 1933. This was in reaction to the findings of the Lytton Commission, which had upheld China's appeal against Japanese aggression. Japan was left effectively isolated in the world, and anti-Europe and America. The effects of this were seen in the Second World War.

Level 4

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

Level 3 plus e.g. The overseas expansion proved demanding to administer, and attempts were made to make northern provinces in China, e.g. Jehol and Chahar, develop autonomous governments.

Level 5

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

Page 31	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

29 (a) What grievances did East Pakistan have against West Pakistan?

Level 0

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

Level 1

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

Level 2

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

E.g. The One Unit policy upset East Pakistan.

Level 3

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

E.g. Iskander Mirza, Governor General, decided to unite the four provinces of West Pakistan in 1955. E Pakistan saw this as a way of limiting their majority in the National Assembly.

(b) How far were President Yahya Khan's actions responsible for the secession of Bangladesh from Pakistan in 1970–71? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

E.g. Yahya Khan's actions in calling for an election, rather than discuss the 6 Point Programme, led to the victory of the Awami League. It was difficulties about handling Rahman's great victory when he was denied the leadership that led to civil war and the break-up of Pakistan.

Level 4

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

Level 3 plus e.g. The involvement of India was instrumental in creating Bangladesh. East Pakistan welcomed India's support for the Independence Movement, but, in the Civil War, it was India's military superiority that led to E Pakistan's victory and, therefore, to the creation of Bangladesh.

Level 5

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

Page 32	Mark Scheme	Syllabus	Paper
	Cambridge O Level – October/November 2015	2134	01

30 (a) What was the Malayan 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. In 1948 the Malayan Union was formed by Sultanates coming together to form a political unit.

Level 3

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

e.g. Sultanates with varied populations felt unable to form a country, but were able to come together as a Union under a British Protectorate. It encompassed people who lived in British Malayan or Singapore states.

(b) How unified was the Malaysian Federation? Explain your answer.

Level 0

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

Level 1

Makes points about the topic in general terms, but not applied to the question [1]

Level 2

Identifies/lists factors/describes [2–4]

Level 3

Explains the given factor or other factor [5–6]

e.g. In 1963 N Borneo and Sarawak agreed to accept the end of Commonwealth protection and formed the Federation of Malaysia. Singapore was less straightforward as different political groups had differing ideas.

Level 4

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

Level 3 plus e.g. On 11 September 1963, just four days before the new Federation of Malaysia was to come into being, the Government of the State of Kelantan sought a declaration that the Malaysia Agreement and Malaysia Act were null and void, or alternatively, that even if they were valid, they did not bind the State of Kelantan. The Kelantan Government argued that both the Malaysia Agreement and the Malaysia Act were not binding on Kelantan on the following grounds: that the Malaysia Act in effect abolished the Federation of Malaya and this was contrary to the 1957 Federation of Malaya Agreement that the proposed changes required the consent of each of the constituent states of the Federation of Malaya – including Kelantan – and this had not been obtained.

Level 5

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