

Marking Schemes

These documents were prepared for markers' reference. They should not be regarded as sets of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret their contents with care.

PAPER 1 (DATA-BASED QUESTIONS)

1. (a) **What, according to Yoshino Sakuzo, should a strong cabinet do?** **[4 marks]**
- L1** One suggestion only with effective clue from the Source; *or* two suggestions with weak support from the Source. *[max. 2]*
- L2** Two suggestions with effective clues from the Source. *[max. 4]*
- e.g. - Control the legislative ('the cabinet should govern by controlling a majority in the House of Representative')
- Be independent from influence by other political forces ('without hostile opposition from the House of Peers and Privy Council, or from the military-clique and Genro')
- Exert influence ('on a determination to fight and repel any enemies of its beliefs')
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- (b) **Attitude of the Cherry Blossom Society towards the party politicians of Japan** **[4 marks]**
- L1** Vague answer and/or fails to make good use of the language used in the Source to explain the answer. *[max. 2]*
- L2** Clear answer with good use of the language used in the Source to explain the answer. *[max. 4]*
- Attitude:
e.g. - Hateful
- Language:
e.g. - Negative descriptions such as 'selfish', 'degenerate' and 'poisonous'.

(c) **Who, party politicians or militarists, were more responsible for the failure of party politics in Japan in the 1930s?** [7 marks]

L1 Vague argument, ineffective in using both Sources and own knowledge. [max. 2]

L2 Unbalanced discussion with effective use of Sources or own knowledge only, and/or
Merely discusses party politicians or militarists, or
Fails to present a clear viewpoint after comparing party politicians and militarists. [max. 4]

L3 Sound and balanced discussion with effective use of both Sources and own knowledge. [max. 7]

Party politicians:

- e.g.
- Parties were weak and they had to form a coalition government. (Source A)
 - Politicians had a range of problems: they forgot basic principles, lacked courage, neglected spiritual values and selfishly pursued political power and material wealth. (Source B)
 - Cabinets were short-lived. (own knowledge)
 - Party politicians failed to educate the public about the importance of democracy. (own knowledge)

Military:

- e.g.
- The military was always a strong political presence against the party government. (Source A)
 - Military-related ultra-nationalist organisations criticised the party governments and regarded them as 'degenerate'. (Source B)
 - Extreme nationalist organisations such as the Amur Society worked with the army to stage coups. (own knowledge)
 - There were active extreme nationalists such as Kita Ikki and Tanaka Giichi, who promoted militaristic ideas. (own knowledge)

2. (a) **Infer the situation of Europe in 1938** **[3 marks]**

L1 Attempts to describe the situation but marred by weak support from the Source. *[max. 1]*

L2 Clear description of the situation with good support from the Source. *[max. 3]*

Situation of Europe:

e.g. - Europe was under German threat.

Clues:

e.g. - 'The gravity of Germany's annexation of Austria cannot be exaggerated.'

- 'Europe is confronted with a programme of aggression, nicely calculated and timed, unfolding stage by stage.'

(b) **Does Source D reflect a bias against Germany?** **[4 marks]**

L1 Vague answer and effective use of only the Source or own knowledge. *[max. 2]*

L2 Clear answer and effective use of the Source and own knowledge. *[max. 4]*

Biased:

e.g. - The cartoon was published in Britain. (Source) Britain was increasingly alert to Germany's diplomacy, and the cartoonist exaggerated Germany's foreign expansion by describing it as encircling the globe. (own knowledge)

Not biased:

e.g. - The central message the cartoon conveyed is that Hitler used invasion as a means so that 'Germany shall never be encircled.' (Source) This conformed to Nazism's ideology and what was happening on the European continent. (own knowledge)

(c) **If you were a spokesman of Nazi Germany, how would you respond to the accusations about Nazi aggression in Sources D and E?** **[7 marks]**

L1 Vague answer, ineffective in using both Sources and own knowledge, and/or The answer identifies accusations without making valid responses to them. *[max. 2]*

L2 Lack in balance, effective in using Sources *or* own knowledge only, and/or The answer focuses on the responses without clearly identifying the accusations. *[max. 4]*

L3 Sound and balanced answer, effective in using both Sources and own knowledge. *[max. 7]*

Accusations:

e.g. - Germany was threatening Europe. (Source C)
- Germany was threatening the world. (Source D)

Responses:

e.g. - Winston Churchill described Germany's actions as 'calculated and timed'; this was biased against Germany. (Source C) Germany only intended to get back its legitimate rights. (own knowledge)
- It was Winston Churchill who had intensified the mood in Europe by exaggerating Germany's efforts as a threat to the 'freedom of the nations of Europe'. (Source C)
- Source E depicted Germany as encircling the whole world. (Source D) This was ridiculous as Germany never meant for this. (own knowledge)

3. (a) **Infer the purpose of the poster** **[4 marks]**

L1 Vague answer, only describing the poster, not inferring its purpose. *[max. 1]*

L2 Clear answer, shows attempts to infer, but marred by ineffective reference to the Source. *[max. 2]*

L3 Reasonable inference of purpose, with effective reference to the Source. *[max. 4]*

Purpose:

e.g. - To mobilise the mass to fight against the revisionists

Clues:

e.g. - The Red Guard had one of his feet on Liu Shaoqi and Deng Xiaoping, who were then regarded as revisionists.

(b) **The short-term and long-term impact of the Cultural Revolution on China** **[6 marks]**

L1 Vague answer and ineffective use of both the Source and own knowledge. *[max. 2]*

L2 Unbalanced answer and effective use of the Source or own knowledge only. *[max. 3]*

L3 Sound and balanced answer, with effective use of both the Source and own knowledge. *[max. 6]*

Short-term impact:

e.g. - The Cultural Revolution led to political upheavals. (Source E)
- The public was pre-occupied with political movements. (Source E)
- There was economic stagnation. (own knowledge)
- During the Cultural Revolution, many historical monuments were destroyed. Traditional Chinese culture was severed. (own knowledge)

Long-term impact:

e.g. - The Chinese Communist Party put an end to the policy of 'class struggle as the key link'. (own knowledge)
- The Cultural Revolution led to a crisis of confidence. Some Chinese questioned the legitimacy of Chinese Communist Party as a ruling party. (own knowledge)

4. (a) **Margaret Thatcher's worry about the prospect of Europe** **[3 marks]**

L1 Vague answer and/or ineffective explanation. *[max. 1]*

L2 Clear answer with effective explanation with reference to the Source. *[max. 3]*

Worry:

e.g. - The uniqueness of the European countries would be compromised in the wave of European unity.

Clues:

e.g. - 'To try to suppress nationhood and concentrate power at the centre of a European Community would be highly damaging...'

- 'Certainly we want to see a united Europe in a way which preserves the different traditions, parliamentary powers and sense of national pride in one's own country.'

(b) **Do you think Jacques Delors would share Margaret Thatcher's worry you identified in (a)?** **[3 marks]**

L1 Vague answer and/or ineffective explanation. *[max. 1]*

L2 Clear answer with effective explanation with reference to the Source. *[max. 3]*

No – clues:

e.g. - '... joint exercise of sovereignty while respecting diversity.'

- 'Nobody is being asked to renounce legitimate patriotism.'

* Candidates should hold a negative view. However, marks may be awarded to answers that hold the opposite view and are presented logically.

(c) **Did developments in Europe after 1988 justify Margaret Thatcher's worry you identified in (a)?** **[5 marks]**

L1 Vague answer, and invalid / inadequate examples from own knowledge. *[max. 2]*

L2 Clear answer, supported by adequate and valid example from own knowledge. *[max. 5]*

No – evidence:

e.g. - European integration focused on the economic aspect rather than political one.

- Britain still stuck to Pound Sterling despite the adoption of Euro in Europe.

- European countries still had independent diplomacies.

* Candidates in general will hold a negative view. However, marks may be awarded to answers that hold the opposite view and are presented logically.