Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

any two: corruption and brutality of his regime, e.g. torture and killing of opponents; he took power in a coup (1952), so he had no democratic legitimacy; resentment of US control of the economy, e.g. sugar and land; poverty and inequality in the countryside

2.2

$24 - 4 =$ **20** percentage points; they are official government figures, and the regime used the campaign as propaganda; "literacy" may have been measured with a simple test, so the real level of reading may be lower

2.3

any two, explained: the CDRs (1960) watched every street, so opposition was reported and dangerous; control of the media: opposition newspapers were closed, so only the revolution's view was heard; social reforms: land reform, literacy and free health care won the loyalty of the poor; using the US threat: the Bay of Pigs (1961) let Castro present opponents as traitors and rally Cubans; a single party: from 1965 the Communist Party was the only legal party

2.4

a clear comparative point in the first sentence; evidence for Germany, e.g. Goebbels, radio, rallies, the Hitler Youth; evidence for Cuba, e.g. Castro's long televised speeches, the literacy campaign's message, posters of the revolution; a similarity explained, e.g. both built a cult of the leader; a difference explained, e.g. Nazi propaganda built hatred of Jewish people, whereas Cuban propaganda focused on the US as the enemy and on social progress; linking words used throughout (whereas, similarly, in both cases)

3.1

Mark with the markbands: [13-15] clearly focused on the question, accurate and relevant knowledge used as evidence, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: structure: a comparative essay with both states in every paragraph, not one after the other; similarities: both used force: the Gestapo and camps in Germany; the CDRs, prison and exile in Cuba; both controlled the media: Goebbels in Germany; closed opposition newspapers in Cuba; both banned other parties: Germany July 1933, Cuba 1965; both built a cult of the leader; differences: Hitler used legal methods (the Enabling Act, 1933) while Castro came to power by revolution and ruled through revolutionary bodies; Castro's social reforms (literacy, free health care) won consent more than Hitler's, which relied on jobs from rearmament and on national pride; targets differed: Nazi terror focused on Jewish people and political opponents; Cuban repression on opponents of the revolution, many of whom left the country; external enemy: Castro used the US threat (Bay of Pigs) more directly;

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conclusion: a judgement on whether force or consent mattered more, and how the two states differ