

**MARK SCHEME for the May/June 2009 question paper**  
**for the guidance of teachers**

**2158 HISTORY (WORLD AFFAIRS, 1917–1991)**

**2158/01**

Paper 1, maximum raw mark 100

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 2</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE O LEVEL – May/June 2009</b>    | <b>2158</b>     | <b>01</b>    |

## **1 Entering of marks and comments**

An individual mark for each of the parts of a question should be entered in the margin, un-ringed, at the appropriate point. The sum of these marks should be entered in the margin at the end of the answer and should be ringed.

Where the candidate has answered the parts of a question in close tandem an overall ringed mark might be entered, based on the mark scheme provisions.

The marking should be annotated with appropriate symbols indicating merit and shortcoming. Comments on the extent to which the candidate has measured up to the requirements of the question should be made, as appropriate.

## **2 Mark allocations: general points**

Marking should be positive throughout. Credit should be given for accurate and relevant narrative/analysis. High, even full marks might be awarded for any part, even though the material is not entirely complete.

Due credit should be given for an answer which approaches a question in an unexpected but acceptable way, even though this may not fit the guidance in the mark scheme.

## **3 Mark allocations: the first (narrative) part**

14 marks are available for the first part of each question, in which candidates are expected to describe or narrate, as required by the question's terms.

Where the first part is further divided into two, a variable 6/8 marks should be applied, as appropriate, or 7/7.

Where the first part is further divided into three, a variable 5/5/4 marks should be applied, as appropriate.

## **4 Mark allocations: the second (analysis) part**

6 marks are available for the second part of each question, in which candidates are expected to analyse or interpret, as required by the question's terms.

Marks in the lower range of 1–3 should be reserved for answers with weakly focused, poorly balanced and thinly supported material of relevance.

Marks in the higher range of 4–6 should be reserved for answers with sharper focus, better balance and fuller support and which show relevance throughout. Marks of 5 or 6 might be awarded within this higher range even though material is not entirely well focused, complete or balanced.

## **5 Rubric infringements**

A candidate who offends against the rubric for the paper should have all answers marked, but credit allowed only for the best rewarded answers within the confines of the rubric.

A candidate who offends against the rubric for a question (e.g. where a choice is permitted) should be similarly treated within that question.

The examiner should make clear by comment and bold crossing through those parts of the candidate's work which should not be allowed credit due to rubric infringement.

|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 3</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE O LEVEL – May/June 2009</b>    | <b>2158</b>     | <b>01</b>    |

## Section A

### International Relations and Developments

- 1** Narrative: A three-fold part, reserving high marks for those who make specific references in each area.

Analysis: Reserve marks in the higher range for those with a broad range of references that link positively to the likelihood of future war.
- 2** Narrative: A three-fold part, reserving high marks for those who give good coverage of the five years specified.

Analysis: Reserve marks in the higher range for those who indicate positive reasons for the 'changing' British relationship, with due emphasis on its deterioration.
- 3** Narrative: A three-fold part, reserving high marks for those who make specific references in each area.

Analysis: Coverage of both years (but no others) is required and marks in the higher range should be reserved for those with specific linkages of 'attacks' to 'defeat'.
- 4** Narrative: A two-fold part. While **(a)** is restricted to 1945, **(b)** covers some four and a half decades, yet there is approximate balance of content between the two.

Analysis: A broad interpretation of 'living and working conditions' should be adopted, with coverage of the work of the specified agencies essentially. Reserve marks in the higher range for those who make a specific, even if comparatively limited, focus on 'how successful'.
- 5** Narrative: A three-fold part, with possibly less content on **(a)** than on **(b)** and **(c)**. For high marks in each area there should be specific references to the 'circumstances' leading to involvement, covering events both in Vietnam and in the country involved there.

Analysis: For marks in the higher range there should be specific references to reasons, rooted both in the USA as well as in Vietnam.
- 6** Narrative: Mark out of 14, with balance between the two decades, anticipating global references.

Analysis: While some revisiting of the first part is likely, ensure for marks in the higher range a good focus on reasons for the Non-Communist powers emerging as the 'stronger force'.

|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 4</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE O LEVEL – May/June 2009</b>    | <b>2158</b>     | <b>01</b>    |

## Section B

### Western Europe

- 7** Narrative: A two-fold part, anticipating balanced treatment throughout the two periods specified.
- Analysis: For marks in the higher range there should be references throughout the entire period of 1929–38, appropriately modified by the 'extent' to which weak opposition was a factor in his rise.
- 8** Narrative: A three-fold part, with approximately equal balance to be expected from each of **(a)**, **(b)** and **(c)**. NB The request for 'background' in each case, for which 2 marks should be reserved in each of **(a)**, **(b)** and **(c)**.
- Analysis: For marks in the higher range there should be references both to the specific wartime circumstances in Italy leading to his fall, as well as to a developing sense of dissatisfaction before that.
- 9** Narrative: A two-fold part. In **(a)**, permit some modest background to 1934, while reserving the bulk of the marks for the period 1934–36.
- Analysis: While this may involve some revisiting of **(b)**, reserve marks here for specific references to foreign help and, in the higher range, to those who purposefully examine 'extent'.
- 10 Either (a)**
- Narrative: Mark as a two-fold part between the crisis of 1931 and the domestic (NB this limitation) policies of the government in the 1930s.
- Analysis: NB Limitation to 1930s. For marks in the higher range there must be references to both prime ministers and specific treatment of reasons why they were criticised during the 1930s.
- Or (b)**
- Narrative: A threefold part, with approximately equal emphasis anticipated on each of **(i)**, **(ii)** and **(iii)**. NB Focus is required on 'circumstances' that led to the outcome.
- Analysis: While inevitably there will be some description of the domestic policies of the Thatcher government, reserve marks in the higher range for those who focus on their 'importance for Britain'. NB Limitation to domestic policies.
- 11** Narrative: A three-fold part, reserving high marks for those who make specific references in each area.
- Analysis: Reserve marks in the higher range for those who focus clearly on reasons and who approach the answer more broadly than just Anglo-French tensions. NB Limitation to 1960s.

|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 5</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE O LEVEL – May/June 2009</b>    | <b>2158</b>     | <b>01</b>    |

### Section C

#### The Americas

**12 Narrative:** A two-fold part. In **(a)** attention should focus on both the perceived threat to the USA as well as to events elsewhere. In **(b)** both the Fourteen Points and Wilson's diplomatic role, 1919–21, will need attention.

**Analysis:** Reserve marks in the higher range to those who specifically focus on 'extent', by clear indication of events that were not isolationist, balanced with examples that were.

**13 Narrative:** Mark out of 14, with balance throughout FDR's first two terms, though not anticipating so much in the later stages.

**Analysis:** Reserve marks in the higher range for those who focus specifically on the 'controversial' request and do not merely repeat material from the first part.

#### **14 Either (a)**

**Narrative:** A two-fold part, anticipating approximate balance between **(i)** and **(ii)** in spite of the differences in length of time.

**Analysis:** This covers both foreign as well as domestic policies, though the former is likely to figure more prominently here. Reserve marks in the higher range for those who get further than the missiles crisis in this connection.

#### **Or (b)**

**Narrative:** A two-fold part, anticipating an approximate balance between **(i)** and **(ii)** in spite of the differences in the length of the rule of each. NB Domestic and foreign policy is required.

**Analysis:** Reserve marks in the higher range for those who produce a balanced assessment of reasons for concern for each of these very different rulers.

**15 Narrative:** Mark out of 14 rather than as a specific two-fold part, but reserve at least one third and no more than one half of the marks for references to the 1950s, a less full decade in this respect than the 1960s.

**Analysis:** While there may be some revisiting of the earlier part, reserve high marks in this part for those who focus specifically on the reasons for success, rooted both in personalities and policies and possibly extended further than either of these.

**16 Narrative:** A two-fold part, reserving high marks for those who make specific references in each area and expecting fair balance between the two elections in **(a)**.

**Analysis:** Reserve marks in the higher range to those who specify reasons for the controversial nature of some policies. NB This covers domestic and foreign policies, whereas **(b)** is limited to domestic.

|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 6</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE O LEVEL – May/June 2009</b>    | <b>2158</b>     | <b>01</b>    |

## Section D

### The Soviet Union and Eastern Europe

- 17** Narrative: A three-fold part, with approximately equal balance to be expected from each of **(a)**, **(b)** and **(c)**.
- Analysis: While some revisiting of the first part might be needed here, reserve marks in the higher range for those who focus specifically on the reasons for an unclear succession.
- 18** Narrative: A three-fold part. NB Limitation to the 1930s.
- Analysis: Some revisiting of the first part may be needed here, but reserve marks in the higher range to those who focus sharply on the idea of effective preparation in both foreign and domestic policies.
- 19** Narrative: A two-fold part, anticipating a fair balance between Hungary and Czechoslovakia in **(b)** and rather more on **(b)** than **(a)**. A division of 6/8 is therefore likely.
- Analysis: Reserve marks in the higher range to those with a broad spread in Eastern Europe and an effective focus on issues within countries of Eastern Europe, as well as within the USSR.
- 20** Narrative: A three-fold part, reserving high marks for those who make specific references in each area.
- Analysis: It is not necessary to provide a narrative of Brezhnev's role, but for marks in the higher range there should be specific and informed focus on the 'extent' to which it differed from that of Khrushchev.
- 21** Narrative: Mark out of 14, expecting reasonable balance throughout the 1980s, though with possibly fuller attention to the period of Gorbachev's rule.
- Analysis: Reserve marks in the higher range to those who measure the influence specifically by references to the approaches of both Eastern European countries and the USA.

|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 7</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE O LEVEL – May/June 2009</b>    | <b>2158</b>     | <b>01</b>    |

## Section E

### Africa and the Middle East

- 22** Narrative: A two-fold part, reserving in **(a)** between 2 and 3 marks for the required definition and anticipating precision in how the system was applied for the remaining marks. In **(b)** there should be fair balance across the period.
- Analysis: For marks in the higher range there should be reference to events in the Middle East as well as the policies of the great powers in the post-war aftermath.
- 23** Narrative: Mark out of 14, reserving between 3 and 4 marks for the focus on Macmillan's speech; the remaining marks will be available for a broad-based survey of independence in British-held Africa, 1960–65.
- Analysis: While some revisiting of the first part may be necessary here, reserve marks in the higher range to those who specify instances of criticism, e.g. that it was too fast, poorly based. Criticism alone is required here. The question here is marginally demanding, and an element of generosity may be appropriate.
- 24** Narrative: Mark out of 14, anticipating reasonable balance within the years 1954–62.
- Analysis: While reserving high marks for those with specific and well based reasons to give, this also is an area where an element of generosity may be appropriate for a marginally demanding area.
- 25** Narrative: Mark out of 14, anticipating reasonable balance throughout the two decades. Salient focal points will be the 1973 war, the Camp David agreements, relations with PLO and Lebanon.
- Analysis: For marks in the higher range there should be a purposeful focus on the reasons underlying the continuing tension in spite of some progress. References after 1991 are not to be expected, but if offered may have some marginal credit.
- 26** Narrative: A three-fold part, reserving high marks for those who make specific references in each area.
- Analysis: Reserve marks in the higher range to those who approach the question broadly, with references of relevance both within and outside South Africa.

|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 8</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE O LEVEL – May/June 2009</b>    | <b>2158</b>     | <b>01</b>    |

## Section F

### Asia

- 27** Narrative: A two-fold part, with approximate balance anticipated between **(a)** and **(b)**.
- Analysis: For marks in the higher range there should be specific focus on Mao's attempts to 'consolidate' his victory in the course of the 1950s.
- 28** Narrative: A three-fold part, reserving high marks for those with specific references in each area. While **(a)** is essentially concerned with Japan, allow for marginal credit some broader context.
- Analysis: This will almost inevitably involve some revisiting of **(b)** and **(c)**, but for marks in the higher range there should be emphasis on politics as well as the economy and a clear link of the explanation offered to the 'generally stable nature'.
- 29** Narrative: A three-fold part. In **(a)** the focus must be on the early 1940s and not earlier.
- Analysis: Reserve marks in the higher range for those who specify particular points of tension and who have a broad range across the two decades.
- 30** Narrative: A three-fold part, reserving high marks for those with specific references in each area.
- Analysis: While this will involve some revisiting of earlier material, marks in the higher range should be reserved for those who focus specifically on reasons for poor relations with the USSR, 1960–90.
- 31** Narrative: A three-fold part, reserving high marks for those with specific references in each area.
- Analysis: Some revisiting of earlier material is likely, but for marks in the higher range there should be specific focus on the reasons for Sukarno's fall from power.