

**MARK SCHEME for the October/November 2013 series**

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

**2158/12**

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	12

### Section A: International Relations and Developments

- 1** Narrative: Mark on a four-fold basis, anticipating less on **(c)** than on the other three. For high marks, reference to 'settlements' should be precise and well informed; though naming of treaties as such is not specifically required.
- Analysis: For marks in the higher range there needs to be a clear definition of the approach of Woodrow Wilson in 1919 as also of Lloyd George and Clemenceau, in order to assess the 'extent' to which Wilson's aims were frustrated. **[20]**
- 2** Narrative: Mark on a four-fold basis, anticipating useful emphasis on the role of each in 'international relations' and permitting modest background in each case to help towards this.
- Analysis: For marks in the higher range there should be focus on the context of September 1939 and the events leading to broader involvement by 1940 and 1941. The best responses will probe some of the alternatives just after September 1939. **[20]**
- 3** Narrative: Mark out of 14. This is a familiar field in which, for high marks, there should be comprehensive coverage of UN structures in 1945 and the purposes the different parts were meant to serve; specialised agencies should form part of this.
- Analysis: N.B. Limitation to 1945–70. A strong positive case can be made by reference to such areas as Korea, Congo, the Middle East, Cyprus and Kashmir. Each venture had elements of controversy that sapped the organisation of some of its potential. An argued case with useful references is expected for marks in the higher range, and a solidly positive case may well fit that category. **[20]**
- 4** Narrative: Mark on a three-fold basis for the three choices made, permitting in each case at least 1 and no more than 2 marks for the 'background' which is specifically requested. Each needs a clear Cold War context. N.B. **(b)** is not the Cuban Missile crisis as such.
- Analysis: Both the concerns of the great powers shared in common during the 1960s and 1970s and the reasons specific to each great power will have relevance in explaining why attention was given to decrease armaments. Such balance should be apparent in answers that achieve marks in the higher range. **[20]**
- 5** Narrative: Mark out of 14, anticipating balanced coverage throughout the decade of the 1980s, in which Afghanistan might be a (suitably negative) starting point.
- Analysis: Common economic factors as well as the specific role of leading politicians on both sides of the divide will be useful points for development in an answer worthy of marks in the higher range. **[20]**

Page 3	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	12

### Section B: Western Europe

- 6** Narrative: Mark on a four-fold basis, ensuring for high marks that there is suitable context in 'German history'.
- Analysis: While there might be some marginal revisiting of **(c)**, the main features of the importance of the SS for Hitler should spread broadly, from its foundation in 1925 to the outbreak of the Second World War in 1939, with its role in competition with the SA, its surveillance work, control, and its oversight of concentration camps as all of distinct value to Hitler's own control of Germany. **[20]**
- 7** Narrative: Mark on a four-fold basis, permitting modest background in each case and integrating each as a distinct feature in Italy's foreign policy. The best in **(a)** will allude to 1934 as well as 1938.
- Analysis: This takes another tack, involving both Italy and Germany. Marks in the higher range will be reserved for those who balance the differences with the similarities of both political systems. **[20]**
- 8** Narrative: Mark on a two-fold basis, rewarding well those who show competent knowledge of particular groups and parties within Spain in **(a)** and the rather limited range of support for the Republic in **(b)**.
- Analysis: This part essentially focuses on the attraction of the Nationalist side to some foreign volunteers. Such features as distaste for republicanism, support for the Roman Catholic Church, as well as vested interests and despair at lack of governmental intervention might feature in an answer awarded marks in the higher range. **[20]**
- 9** Either **(a)** Narrative: mark out of 14 if, as likely, material between the two parts is intermingled. Alternatively, mark as a two-fold part if they are distinct. N.B. Limitation to 1918–24, though in this connection these are packed years.
- Analysis: Reserve marks in the higher range for those who specify both the failures of Labour in office and the – sometimes devious – moves of their political opponents; the Zinoviev letter should figure in answers.
- Or **(b)** Narrative: mark on a two-fold basis, reserving high marks for those who bring precision and good scope to the legislative references that are fundamental to a competent answer.
- Analysis: For marks in the higher range there needs to be reference to the general malaise of Labour in 1950 and 1951, as well as to the attractions put forward in the post-war years by the Conservatives. **[20]**

Page 4	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	12

**10 Narrative:** Mark on a three-fold basis, with modest background permitted in each case, or to the essay as a whole. Note in the case of **(d)** the limitation to 1991. High marks should be reserved for those who well integrate the politicians they choose into the history of Germany.

**Analysis:** Range can be from the early moves in the 1950s to the inclusion of much of Western Europe by 1991, in most of which West Germany played a prominent part; the special links between France and West Germany in the time of de Gaulle and Adenauer is also relevant. Those whose answers develop on these lines may well warrant a mark in the higher range. **[20]**

### Section C: The Americas

**11 Narrative:** N.B. In **(a)** and **(e)** references must be to the 1920s. Mark on a three-fold basis, permitting modest introductory background in the case of each of the chosen three and ensuring for high marks good context in US history.

**Analysis:** Again, limited to the 1920s. While the official governmental approach was isolationist, there were in the 1920s indications of external involvement. Those who provide a balanced and informed account, thereby measuring 'extent', may well warrant a mark in the higher range. **[20]**

**12 Narrative:** This is familiar material, with broad coverage. Mark out of 14, anticipating good balance across the main features of New Deal legislation and reserving high marks for those who bring precision to bear in their legislative references, mindful that detail may not be possible under exam conditions.

**Analysis:** Marks in the higher range should be reserved for those who measure, with precise references, FDR's degree of success in this respect. Dealings with the Supreme Court may well feature strongly in good answers, as also the President's avuncular personality. **[20]**

**13 Either** **(a)** Narrative: mark on a two-fold basis, anticipating references to foreign as well as to domestic affairs.

**Analysis:** For marks in the higher range there should be clear focus on the reference to each leader and on each leader. In the case of Castro, reasons beyond the 1960s might be presented with relevance (but with limit at 1991).

**Or** **(b)** Narrative: mark out of 14, anticipating focal points for development, with reference to both foreign and domestic affairs, rather than a balanced survey of the sixty or so years covered by the question.

**Analysis:** Reserve marks in the higher range for those who indicate that Brazil was not entirely US-dominated and who bring useful points to bear both for and against the contention, thereby measuring 'how far'. **[20]**

Page 5	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	12

**14 Narrative:** The question covers some thirty years, with its starting point in the concessions made during the Second World War. Mark out of 14, with balance expected across the years specified. Permit references to methods of campaigners if clearly connected to progress made.

**Analysis:** Reserve marks in the higher range for those who indicate the shortcomings of peaceful protests as well as the distinct appeal that Black Power offered to some in the USA during the 1960s. **[20]**

**15 Narrative:** Mark out of 14, anticipating a balanced survey between the two stated events, with attention also to those two events. High marks should be reserved for those who are accurate in personality references and procedures leading to Nixon's downfall.

**Analysis:** For marks in the higher range there should be specific reference to Nixon's achievements, more perhaps in foreign than in domestic affairs, balanced with the criticisms of his mode of approach in government. **[20]**

#### **Section D: The Soviet Union and Eastern Europe**

**16 Narrative:** Mark out of 14, anticipating broad balance and specific references to the period February – October 1917.

**Analysis:** The degree to which Lenin followed Marxist ideas needs to be balanced with the practical circumstances in both 1917 and in the following years to the early 1920s. A degree of generosity might be appropriate in this part, but ensure that, for marks in the higher range, the balance is displayed and adequately justified. **[20]**

**17 Narrative:** Mark on a three-fold basis, with modest background permitted in the three choices made and ensuring that each is adequately contextualised into 'life in the Soviet Union'.

**Analysis:** Both dictators adopted rather similar approaches to the governing of the USSR and this needs to be indicated as fundamental; the difference is one of degree. Those who balance these features with informed material on both men should be permitted a mark in the higher category. **[20]**

**18 Narrative:** Mark on a two-fold basis, the first being largely concerned with military operations in the closing stages of the Second World War, and the second on the political means by which the Soviet presence was strengthened.

**Analysis:** Candidates may fairly argue that the presence was a mix of economic and political considerations. Those who illustrate these themes with focused and precise references should be awarded a mark in the higher range. **[20]**

Page 6	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	12

**19** Narrative: Mark on a two-fold basis, anticipating modest background to each of the uprisings and balanced material on each of them, with precise information.

Analysis: A balance should be kept here between Hungary and Czechoslovakia in the final years of Soviet control. Marks in the higher range should be reserved for those who both keep that balance, and also develop the circumstances that led to the end of Soviet control. **[20]**

**20** Narrative: Note throughout that material presented here must relate to the period 1964–85. Mark on a three-fold basis, permitting modest background in the case of each choice made and ensuring in each case competent contextualisation as a feature of life in the Soviet Union during these years.

Analysis: N.B. This is limited to the five years at the end of the 1980s and to domestic affairs. Marks in the higher range should be reserved for those who indicate the degree of change under Gorbachev’s guidance during these years. **[20]**

### Section E: Africa and the Middle East

**21** Narrative: Mark out of 14, anticipating balance across the years 1920–48, with focal points on the nature of the mandate, the challenges of immigration, the war and post-war circumstances; there should be specific reference to the British withdrawal.

Analysis: Marks in the higher range should be reserved for those who balance and define external support for Israel with other factors in the Middle East. **[20]**

**22** Narrative: Mark out of 14, anticipating a balanced view of the year 1956, with suitable references to diplomacy and war, covering the Middle East and elsewhere, especially Britain, France, the USA and the USSR.

Analysis: This involves a wider view than Suez itself. Marks in the higher range should be reserved for those who allude, with relevant references, both to the decline of Western control and influence, and also to the enhanced interest of the great powers in the economic and political events of the Middle East. **[20]**

**23** Narrative: Mark out of 14, anticipating both balance of period throughout the years 1945–57, and of place, with references both to Africa and to Britain. High marks should be reserved for those who approach the answer, with secure knowledge, along these lines.

Analysis: The quoted description relates both to incompetence and dictatorship. For marks in the higher range, there should be instances given both for and against these features of Nkrumah’s rule, in order to address the ‘how appropriate’ aspect of the question. **[20]**

Page 7	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	12

**24 Narrative:** Mark on a three-fold basis, permitting some modest background in each of the choices made, and contextualising each into the history of Africa. In most instances the latter will involve some reference, however modest, to legacy.

**Analysis:** For marks in the higher range, some precise examples should be given, with argued points on reasons for opposition by European governments to independence in Africa. The subject is a vast one, so inevitably the response will be selective, but needs also to be precise. **[20]**

**25 Narrative:** Mark on a two-fold basis, permitting modest background in each of **(a)** and **(b)** and linking the responses both to central Africa and elsewhere. High marks should be reserved for those who approach each sub-question with relevant and accurate information.

**Analysis:** Reserve marks in the higher range for those who argue competently on the basis of opposition by the Smith government, failures in negotiations with Britain, and the slow progress of moves in central Africa against the Smith government. **[20]**

### Section F: Asia

**26 Narrative:** Mark on a three-fold basis, with modest background permitted in each part and contextualisation into the history of China.

**Analysis:** Reasons need not necessarily be limited to the late 1940s, though clearly that is a crucial period in the GMD collapse. While there may be some revisiting of **(d)** and **(e)**, marks in the higher range should be reserved for those who bring a range of well focused and well supported reasons to bear. **[20]**

**27 Narrative:** Mark out of 14, anticipating a balance more between politics and the economy rather than uniformly across the 1945–70 period. Coverage and references need to be sound for the award of high marks.

**Analysis:** This may involve some revisiting of the first part, but in this part the focus should be on the importance of the US occupation. Reward those who indicate the importance of other external contacts in this context. **[20]**

**28 Narrative:** Mark out of 14, anticipating fair balance across the two decades of the 1950s and 1960s, with reference to such salient features as agrarian reform, industrial development, communes, the Great Leap Forward.

**Analysis:** Reserve marks in the higher range for those who show sound knowledge of the events of the Cultural Revolution set into the context of their importance in China's history. **[20]**

**29 Narrative:** Mark on a two-fold basis, noting the limitation to internal affairs.

**Analysis:** The answer is essentially positive and those who argue thus might be permitted a good mark in the higher range. But credit also those who detect commitment elsewhere than in the non-aligned category. **[20]**

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – October/November 2013</b>	<b>2158</b>	<b>12</b>

**30** Narrative: Mark on a three-fold basis, permitting a modest degree of background to each of the three choices, contextualised in the history of South-East Asia.

Analysis: For marks in the higher range there should be references to Malaysia's domestic and foreign policies. The answer is essentially positive, but reward also those who detect shortcomings. **[20]**