

**MARK SCHEME for the October/November 2011 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.

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

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Instructions on Marking

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

The marking should be annotated with appropriate symbols indicating merit and shortcomings. 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 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 terms of the question.

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 terms of the question.

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

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.

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Section A: International Relations and Developments

- 1** Narrative: A four-fold part, reserving a maximum of 4 and a minimum of 3 for each treaty, to a total of 14. No credit for accurate material linked to the wrong treaty or for confusion between St Germain and Trianon.
- Analysis: For marks in the higher range there should be coverage of all treaties and an effectively exemplified link between their terms and the Fourteen Points.
- 2** Narrative: Mark out of 14, anticipating balanced material throughout the years 1922–28, with the 1922 Treaty of Rapallo as the most appropriate starting point; reference later to the League and Locarno are essential constituents. League material should not be permitted to dominate the answer, as the question has wider scope.
- Analysis: Narrative of 1931–36 is not required here and should not, per se, receive credit. Marks in the higher range should be reserved for those who focus on threatening attitudes and alignments in the specified years and whose references are not solely focused on Germany.
- 3** Narrative: A three-fold part. These are familiar and straight forward topics and for high marks there needs to be broad coverage as well as specific references.
- Analysis: Narrative of Pearl Harbour is not required and should receive credit only to the extent that it is part of an argued case. The focus is on US entry and the significance of that. Marks in the higher range should be reserved for those who present an informed argument, with balanced references throughout the years 1941–45.
- 4** Narrative: A two-fold part. While **(a)** will be restricted to the 1960–65 period, **(b)** can develop more broadly, ranging from its role in Israel's creation to its involvement in peacekeeping missions in later years.
- Analysis: The most fruitful areas for response here will be the world-wide features established at the creation of UNO and the increasingly broad range of membership. For marks in the higher range there should be some contrast with the former League.
- 5** Narrative: Mark out of 14. There is fair balance of material over the twenty-one years covered, ranging from the French withdrawal to the later, heavy, US involvement. High marks should be reserved for those who also consider internal politics in both north and south.
- Analysis: While the involvement of the USA is likely to receive significant attention, marks in the higher range should be reserved for those who also indicate the significance for Vietnam of Chinese and Soviet involvement.

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6 Narrative: The emphasis is on 'world' and this is intended to steer candidates towards relevance, or to a decision to avoid the question. Mark as a two-fold part, with credit permitted only for relevant and precise material, even if inevitably selective in scope.

Analysis: Policies of governments, UNO and other international agencies will be relevant in making the required assessment of 'slow and uncertain'. Marks in the higher range should be reserved for those who furnish precisely based arguments, even if, again, selective in scope.

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Section B: Western Europe

7 Narrative: Mark out of 14, anticipating a balanced treatment throughout the 1919–25 period, with the March on Rome as the fulcrum point. This is a familiar area and for high marks there should be balance, accuracy and scope.

Analysis: The focal year is 1925, when the government took on distinct dictatorial powers, but with the monarchy and the Church retaining a degree of independence and with political opposition not entirely absent.

8 Narrative: A three-fold part, requiring throughout broad scope over the period 1919–33 and reserving high marks for those who adduce precisely rendered supportive references to each of **(a)**, **(b)** and **(c)**.

Analysis: Racial issues, which should be dominant in answers, will need to be balanced with other issues for an effective approach to 'how important', while marks in the higher range should be reserved for those who precisely address both 'origin' and 'rise'.

9 Narrative: A two-fold part. For high marks in **(a)** there should be balanced coverage. NB In **(b)** the reference is to 'main', implying that no potted account of the Civil War is anticipated.

Analysis: By its wording this embraces the international brigades as well as Soviet, Italian and German assistance; no credit should be allowed for Franco-British non-involvement, which is irrelevant. Marks in the higher range should be reserved for those who show good scope and sharp focus on the required assessment of 'importance'.

10 NB Choice **(a)/(b)**.

(a)

Narrative: A two-fold part. Some modest background will be relevant in each case, but the bulk of the marks should be for the subject itself. **(iv)** includes the earlier hunger marches as well as the Jarrow Crusade of 1936, but permit the exclusion of the latter if the earlier hunger marches are well considered.

Analysis: Arguments for and against are possible, depending on the areas of Britain that are considered. For marks in the higher range there should be good scope and focus on 'extent'.

(b)

Narrative: A two-fold part.

Analysis: The answer is essentially rooted in domestic issues, but permit foreign issues, if justified by argument. A greater emphasis on the second election would be in order.

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11 Narrative: A three-fold part. In **(b)** both parts will need attention, though the blockade is likely to get the fuller emphasis. In **(c)** ditto, though possibly more evenly spread between the two. In all answers a degree of modest background may be helpful.

Analysis: Accounts of West German history are not relevant. The focus needs to be specifically on explaining political stability, in which constitutional provision and economic progress as well as the earlier unhappy experience of Germany will be relevant.

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Section C: The Americas

12 Narrative: Mark out of 14, anticipating better balance of themes than of times during the 1920s. Stock market speculation, prohibition, gangsterism, KKK, immigration and isolationism could all form staple ingredients in the answer. For high marks there needs to be good scope along these lines and clear relevance, if implied rather than stated, to 'greedy and prejudiced'.

Analysis: While this may involve some revisiting of material in the first part, the focus needs to be more specifically economic, developed on explanatory lines.

13 Narrative: Mark out of 14. The question essentially concerns New Deal legislation in the first two FDR terms. For high marks there should be balanced and accurate coverage.

Analysis: Reasons may be linked to political objectives or may be couched in terms of argued objections. This is a familiar area and marks in the higher range should be reserved for those who provide well focused and supported explanations.

14 Narrative: A three-fold part. In each a degree of modest background will be helpful, but marks should be reserved essentially for the description of each campaign. In **(b)**, Brown v Topeka has background relevance only and the marks must essentially be awarded for the events and campaigns surrounding Little Rock.

Analysis: The development is due to increasing disillusion with the civil rights movement, but the answer needs to be broader than that. For marks in the higher range there should be reference to the economic and ideological foundations of Black Power in the late 1960s.

15 NB Choice (a)/(b).

(a)

Narrative: Mark on a two-fold basis, 1950s/1960s or Batista/Castro (to 1970). The Missiles Crisis has relevance, but needs to be placed in a Cuban context and must not be permitted to over-balance the answer.

Analysis: Foreign support and domestic policies, both repressive and welfare-based, are relevant here. For marks in the higher range there should be specific material offered, suitably angled as an explanation and with at least some post-1970 references.

(b)

Narrative: Mark on a two-fold basis, issues/conflict, most likely 6/8. There should be competent and balanced coverage of each for the award of high marks.

Analysis: The USA was in a difficult position, a point which should be indicated and supported, with division between its 'special relationship and intervention in the American continent. For marks in the higher range this dilemma should be indicated and supported.

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16 Narrative: Mark out of 14. The scandal developed fairly steadily over the two years 1972–74, though with significant high points throughout. High marks should be reserved for those who have accurate and balanced material to bring to their answer.

Analysis: The basis of the answer should reside in the policies pursued by Carter, indicating the different style – from his election campaign through to his presidency – that he pursued. For marks in the higher range, material will require specific focus on the contrast with Nixon's mode of government.

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Section D: The Soviet Union and Eastern Europe

17 Narrative: A three-fold part. Credit only material between the February Revolution and the outbreak of the October Revolution. For high marks there should be reference in **(a)** to opposition from at least two political parties, in **(b)** to the stalemate and disorder following the Brusilov offensive and in **(c)** the increasing economic dislocation throughout Russia.

Analysis: For marks in the higher range the impact of the policy of dual power will need both precise exemplification as well as balance with other factors leading to the outbreak of the October Revolution.

18 NB Choice of three, marked as a three-fold part.

Narrative: **(a)**, **(d)** and **(e)** are new to the paper, hence the choice. Material relating to collectivisation will have relevance in **(a)** and to the Five-Year plans in **(b)** and **(c)**, but for high marks the focus must be held and material developed on the given theme.

Analysis: Background contrast with earlier disadvantages can have some introductory relevance, but for marks in the higher range there should be specific exemplification of welfare and educational provision for women and children, with measurement also of 'extent'.

19 Narrative: A three-fold part. NB Focus in each case on 'main features' and the need to provide some modest introduction in each case. High marks should be reserved for those who bring positive content to their descriptions.

Analysis: The scope is general and broader than the three specific areas of the first part. A weakening Soviet Union, slacker commitment to the presence in Eastern Europe and pressure from Western powers could develop into a reasoned explanation worthy of marks in the higher range.

20 Narrative: Attention may justifiably be directed to certain focal areas, such as wartime resistance, relations with USSR, ethnic tensions and their apparent resolution, rather than to a balanced account across the best part of forty years. Mark out of 14, approaching answers along these lines.

Analysis: The answer will essentially lie in the nature of ethnic tensions within Yugoslavia and the inability to identify a leader of Tito's stature to resolve such issues. Reserve marks in the higher range for answers that develop along these lines.

21 Narrative: Mark out of 14. Material offered will of its nature indicate 'change' from earlier governments in the USSR. For high marks expect precisely developed and relevant information.

Analysis: The earlier phrase in the question suggests that Gorbachev's policies have relevance in the context of the question, but more is required; opposition within the USSR and approaches from outside will also have vital relevance in explaining the collapse. Marks in the higher range should be reserved for such balanced approaches.

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Section E: Africa and the Middle East

22 Narrative: A two-fold part. For high marks there should be observance of the time frames in **(a)** and **(b)** and consideration of accurate and relevant material of competent scope.

Analysis: There is a case both for and against Mustafa Kemal's work, with the ending of Ottoman despotism and customs balanced by his own totalitarianism and contempt for religious and cultural practices. Answers that develop along these lines could well argue a competently balanced case for the 'father' image, and that will be required for marks in the higher range.

23 Narrative: Mark out of 14. A degree of background to 1956 is required, but there is sufficient material to develop from the time of the canal's nationalisation to sustain a full 14 marks; the terms of the question make clear that events outside the Middle East have direct relevance.

Analysis: Answers that develop purposefully the role of Nasser in both the Middle East and globally in the years immediately following Suez may well warrant marks in the higher range. Direct comparison with other named Middle Eastern leaders may be developed with relevance, but should not be regarded as vital in an answer that develops broadly on Nasser's role.

24 Narrative: A three-fold part. The question permits a broad choice in **(a)**, **(b)** and **(c)** and a variety of examples might be offered. For high marks there must be accurate and substantive information throughout and a suitable link to the defined themes of the question.

Analysis: For marks in the higher range there needs to be an argued and balanced assessment of both 'peaceful negotiation' and 'armed conflict'. Permit credit to those who revisit material in the first part only if new, argued points are made.

25 Narrative: Mark out of 14. A well-rounded response should allude to its foundation as an umbrella organisation, its early campaigns such as Munich and Entebbe, the role of Arafat, its more peaceful stance and role in UNO, its involvement in Jordan and Lebanon. Answers might be expected to focus thus rather than provide complete 1964–82 balance.

Analysis: The changing nature of Israeli politics in these years, difficulties concerning Gaza and the West Bank and the Gulf War's implications for Israel might form the basis of a suitably focused response here which, if well supported, might warrant marks in the higher range.

26 Narrative: A three-fold part. In each of **(a)**, **(b)** and **(c)** the answer should spread fairly broadly, even **(a)**, with its date, might be expected to consider the implications of the National party's 1948 victory.

Analysis: A balance is required here between forces within and without South Africa, with material suitably marshalled to attempt the 'extent' element of the question. Marks in the higher range should be reserved for answers thus, authoritatively, developed.

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Section F: Asia

- 27** Narrative: A three-fold part, with modestly developed background appropriate in each case.
- Analysis: This is a familiar area and answers should be well balanced between CCP advantages and GMD and Japanese disadvantages, with precisely employed and well spread material on both in order to secure marks in the higher range.
- 28** Narrative: Mark out of 14, anticipating focal points in 1931, 1937 and the early 1940s (to 1941), but noting that the question is not entirely concerned with military advance, but with 'main events in the history'. While not prescribing particular reserves of marks, those that score highly will need to have some reference to the government of Japan in these years, even if strongly focused on foreign policy.
- Analysis: A sensible starting point to explain the failure might be Midway in 1942, with emphasis on faulty Japanese strategies and a variety of approaches by their enemies that led to Japan's defeat. Those who allude alone to the nuclear attacks of 1945 have only partially responded to the question's demands and will require a mark in the lower category.
- 29** Narrative: A three-fold part, with some modest background anticipated more in **(a)** and **(c)** than in **(b)**.
- Analysis: The evidence is largely positive, with India's presence at Bandung and criticism of Suez and Vietnam. However, it was willing to secure aid from the West and the USSR and was a member of the Commonwealth. Assess the value of arguments offered reserving marks in the higher range for those who bring specific material to bear in a well focused argument.
- 30** Narrative: Mark out of 14, anticipating a reasonable balance over years of considerable change, starting with the last period of Mao's rule. NB Limitation to domestic affairs.
- Analysis: Arguments might develop on the lines of greater flexibility in governmental approaches after Mao's time, but also on the severity of suppression; accommodation with outside powers is also relevant. Marks in the higher range should be reserved for positively developed and well focused material.
- 31** Narrative: A three-fold part, with some modest background to be anticipated in each of **(a)**, **(b)** and **(c)**.
- Analysis: For marks in the higher range, there should be a suitable balance between the policies of Malaysia that alienated the city and the ambitions of Singapore for its own advance.