

**MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers**

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 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 May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus
	GCE O LEVEL – May/June 2012	2158

Section A: International Relations and Developments

- 1** Narrative: A five-fold part. Reserve 2 and no more than 3 marks for each of **(a)** to **(e)**, to a total of 14. High marks should be reserved for those who indicate the mode of decision/administration as well as naming the recipient correctly.

Analysis: Marks in the higher range should be reserved for those who furnish precise examples of self-determination/demands. [20]
- 2** Narrative: Mark out of 14, anticipating fuller attention and exemplification in the later 1930s. Attention should be focused on Germany throughout.

Analysis: Marks in the higher range should be reserved for those who adduce precise and exemplified reasons for popularity and eventual failure. [20]
- 3** Narrative: A two-fold part, anticipating balanced response throughout.
NB Date limitation 1944–45.

Analysis: More on the greater effectiveness of enemies would be reasonable in context, but both elements should be present for the award of marks in the higher range. [20]
- 4** Narrative: A three-fold part, anticipating balanced response throughout. **(a)** covers more than Vietnam, but **(b)** and **(c)** are limited to it.

Analysis: The focus is purely on reasons for increasing involvement and marks in the higher range should be reserved for those who focus thus and adduce precise reasons. [20]
- 5** Narrative: The focus in this three-fold part is on the relations USA/USSR and not on the episodes per se. However, some modest background (to 1 mark in each case) might be permitted.

Analysis: Candidates cannot be expected to cover the whole period 1950s – 1980s, but for marks in the higher range there should be specific and broad based references to the importance of the nuclear deterrent. [20]
- 6** Narrative: Accurate references should be made to a minimum of six agencies, both with correct title and content for the award of high marks, marked out of a global 14.

Analysis: For marks in the higher range there should be reference both to UNO and the League, in an effectively argued contrast. [20]

Page 3	Mark Scheme: Teachers' version	Syllabus
	GCE O LEVEL – May/June 2012	2158

Section B: Western Europe

- 7** Narrative: A three-fold part, anticipating balanced and detailed response in each of (a), (b), (c), with precise content in each.
- Analysis: Marks in the higher range should be reserved for those who refer both to intrinsic Weimar weaknesses as well as to the vigour of its opponents in the early 1930s. [20]
- 8** Narrative: Mark out of 14, with balanced foreign policy references from Corfu in 1923 to failure to enter the Second World War in 1939.
- Analysis: For marks in the higher range, while scope might necessarily be limited, there should be clear references to foreign policy instances, suitably if briefly argued to success/downfall. [20]
- 9** Narrative: Mark on an inflexible 6/8 allocation. NB Period restriction February – July 1936, though some modest background might be permitted on the February election.
- Analysis: Marks in the higher range should be reserved for those who consider with authority both the immediate and longer term implications of the failure at Madrid in November 1936. [20]
- 10** NB Choice (a)/(b).
- (a)** Narrative: Mark out of 14, anticipating less detail on the 1930s than earlier.
- Analysis: Marks in the higher range might focus on both Liberal decline and Labour advance, with other issues called into play.
- (b)** Narrative: Mark out of 14, anticipating a balanced approach throughout. NB Focus on political change; legislation is not required, unless clearly linked to political change.
- Analysis: Marks in the higher range should be reserved for those who consider the wartime weaknesses as an effective cf. with the later recovery. [20]
- 11** Narrative: A three-fold part, in which 'circumstances' for the change in each case should be effectively developed for high marks.
- Analysis: While there may be some revisiting of earlier material, marks in the higher range should be reserved for those who focus on his political importance, with fair range from the Second World War to 1969. [20]

Page 4	Mark Scheme: Teachers' version	Syllabus
	GCE O LEVEL – May/June 2012	2158

Section C: The Americas

- 12** Narrative: A three-fold part. NB The time reference to the 1920s, which has particular application in (c).

Analysis: Marks in the higher range should be reserved for those who are able to adduce both political and economic reasons for the 1929 collapse. [20]

- 13** Narrative: Mark out of 14, requiring all credited material to relate specifically to 'improvements in the lives of many Americans'. New Deal legislation will be of much relevance here; other policies will need close scrutiny for relevance.

Analysis: For marks in the higher range there should be both positive and negative references in order to measure 'extent', though weighted increasingly to the former. [20]

- 14** Narrative: A two-fold part. (a) will have fuller relevance earlier and (b) fuller relevance later in the two decades. Material outside the 1940s and 1950s cannot receive credit.

Analysis: For marks in the higher range there should be appropriately argued and supported references to both aspects. Foreign affairs cannot be argued as relevant in the first. [20]

- 15** NB Choice (a)/(b).

(a) Narrative: Mark out of 14, with balance anticipated throughout the year 1982, but only minimal background before the given year. References should be balanced between Britain and Argentina.

Analysis: For marks in the higher range there should be well supported reasons relating to both countries.

(b) Narrative: NB Choice of two, marked as a two-fold part. Foreign affairs might be made relevant in each case, but do not penalise those who omit such references.

Analysis: This covers a broad period and so references cannot be expected to be comprehensive. Marks in the higher range should be reserved for those who bring precise instances to bear and who deal with both military coups and dictatorships. [20]

- 16** Narrative: Mark as a two-fold part, home/abroad. For those who intermingle their material, mark out of 14, while preserving the two-fold division.

Analysis: For marks in the higher range there should be precise references to each election, focused on the question's demands. [20]

Page 5	Mark Scheme: Teachers' version	Syllabus
	GCE O LEVEL – May/June 2012	2158

Section D: The Soviet Union and Eastern Europe

17 Narrative: A three-fold part, with some modest background (to 1 mark in each of (a), (b) and (c)) permitted, but with references limited to 1917.

Analysis: Marks in the higher range should be reserved for those who make specific and contrasting references to political beliefs/strategic needs. [20]

18 Narrative: A three-fold part, with some modest background material (to 1 mark in each of (a), (b) and (c)) permitted. Statistical data is not essential in (a), but should be credited if accurately rendered.

Analysis: Marks in the higher range should be reserved for those who competently assess both domestic and foreign issues in the context of the question's demands. [20]

19 Narrative: two-fold part. NB Limitation to 1944–45.

Analysis: Marks in the higher range should be reserved for those who adduce both strategic and political reasons for Stalin's wish to absorb both countries. [20]

20 Narrative: A two-fold part, permitting some modest background in order to illustrate the improvements he sought.

Analysis: Marks in the higher range should be reserved for those who consider both the greater liberality of his style of government, as well as the continuation of repression. [20]

21 Narrative: A three-fold part, anticipating balanced treatment throughout.

Analysis: Reserve marks in the higher range for those who consider other reasons as well as economic ones, thus addressing the 'extent' of the question. [20]

www.PapaCambridge.com

Page 6	Mark Scheme: Teachers' version	Syllabus
	GCE O LEVEL – May/June 2012	2158

Section E: Africa and the Middle East

- 22** Narrative: A three-fold part, anticipating balanced treatment throughout (and within **(b)**).

Analysis: For marks in the higher range there should be specific references to the approaches of both Israel and the Arab states, though confined to the first half of the 1950s. [20]

- 23** Narrative: A two-fold part, reserving within each part at least 3 marks for references to the events leading to the outbreak of war.

Analysis: Marks in the higher range should be reserved for those who have references both to the USA and the USSR and a well-held focus on reasons for their concern. [20]

- 24** Narrative: NB Choice of three. Marked as a three-fold part.

Analysis: For marks in the higher range there should be references to other powers as well as to problems created by the Mobutu government itself. [20]

- 25** Narrative: A three-fold part. NB Limitation to the early 1960s, though permit modest background (especially in the case of **(a)**, though to no more than 2 marks).

Analysis: Answers must focus clearly on reasons, but permit a degree of generosity in a generally unfrequented area. [20]

- 26** Narrative: A three-fold part. NB Terminal date of 1991.

Analysis: Marks in the higher range should be reserved for those who focus well on reasons and adduce exemplification from both within and outside South Africa. [20]

Page 7	Mark Scheme: Teachers' version	Syllabus
	GCE O LEVEL – May/June 2012	2158

Section F: Asia

27 Narrative: NB Choice of three. Balance anticipated throughout. Mark as a three-fold part.

Analysis: For marks in the higher range, there should be references both to the Sino-Japanese conflict of the 1930s and also to other reasons for Chiang Kai-shek's failure to defeat the communists in these years. [20]

28 Narrative: Mark the course of the war, 1937–38, out of 14, reserving 5 marks for the degree of communist success at Wuhan.

Analysis: Consideration needs to be given to both the Kuomintang and the Communist approach for the award of marks in the higher range, and also a clear focus on reasons. [20]

29 Narrative: Mark out of 14, anticipating some fairly constant issues (e.g. Kashmir) as well as periods of specific ill will. Instances cited should be precise, but an entirely balanced coverage 1947–91 is not to be anticipated.

Analysis: Marks in the higher range should have references both to specific instances of non-alignment as well as to links with great powers that suggest its avoidance. [20]

30 Narrative: Mark out of 14, anticipating balance between 1976 and 1989 and coverage of Tiananmen Square.

Analysis: The evidence is largely for totalitarianism and those who illustrate this with precision might be permitted a mark in the higher range. [20]

31 Narrative: NB Choice of two. Mark as a two-fold part.

Analysis: The focus should be on the principles of non-alignment and the extent to which they were practised, rather than on Bandung per se. [20]