

CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Ordinary Level

MARK SCHEME for the October/November 2012 series

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 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 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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

Section A: International Relations and Developments

- 1 Narrative: NB Choice of three. Mark on a three-fold basis, anticipating specific League marks on the choices made and not permitting marks for merely elaborating the titles.
- Analysis: For marks in the higher range there should be reference, albeit general in scope, to the value of the League's social work in the three choices. [20]
- 2 Narrative: A three-fold part, anticipating rather more on **(b)** and **(c)** than on **(a)**. Apart from modest background, all references must relate to the 1930s.
- Analysis: For marks in the higher range there should be references to the approaches of other powers as well as to the approaches of Germany. The first part may be revisited, but in the second part there needs to be specific focus on the question's wording. [20]
- 3 Narrative: NB Choice of three. Mark on a three-fold basis, permitting in each case a degree of modest background.
- Analysis: Marks in the higher range should be reserved for those who indicate that only in the years 1940–43 was the relationship viable, and even then lacking in strength. [20]
- 4 Narrative: A three-fold part, UNO involvement, **(a)**, **(b)**, anticipating rather less on **(b)** than on the other two.
- Analysis: Marks in the higher range should be reserved for those who focus on reasons throughout, with emphasis on the different terrain, approaches and combatants. [20]
- 5 Narrative: A three-fold part, with modest background needed in each case. The term 'features' is designed to elicit more than just terms agreed especially, for example, in the case of **(c)**.
- Analysis: The focus is essentially on meetings between Reagan/Bush and Gorbachev and the answer essentially positive. But reserve marks in the higher range for those who detect that the way to improved relations was nevertheless uneasy. [20]
- 6 Narrative: A two-fold part, anticipating no very sharp differentiation between the two elements in **(b)**. For high marks there should be reference to governmental, inter-governmental and charitable work.
- Analysis: Reserve marks in the higher range for those who indicate such issues as apathy and objection by vested interests. An element of generosity may be appropriate in this part. [20]

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

Section B: Western Europe

- 7** Narrative: A four-fold part, reserving at least 3 and no more than 4 marks for each of (a), (b), (c) and (d). NB The focus needs to be held on how these four elements assisted Hitler in securing power, but background will be needed in each case.
- Analysis: Reserve marks in the higher range for those who balance the Enabling Act with other means used by Hitler to increase his power in the years 1933–34. [20]
- 8** Narrative: Mark out of 14, anticipating a close link to the quotation and an approximately equal degree of attention to the two elements in it.
- Analysis: Reserve marks in the higher range for those who indicate that at the end of 1923–25 Mussolini's power in Italy was not absolute. [20]
- 9** Narrative: Mark out of 14, anticipating broad balance between 1931 and 1936, with attention to the two given factors.
- Analysis: Marks in the higher range should be reserved for those who examine a broad range of factors that help explain Spain's division: economic, political and ecclesiastical. [20]
- 10** NB Choice (a)/(b).
- (a)**
- Narrative: NB Choice of three. Mark on a three-fold basis.
- Analysis: Reserve marks in the higher range for those who detect the success in Conservative political strategies as well as the shortcomings of their political opponents at salient points (e.g. 1931) in the inter-war years.
- (b)**
- Narrative: A two-fold part, with approximately equal attention to each prime minister and broad spread across their years in power.
- Analysis: Reserve marks in the higher range for those who focus well on explanation in each case. Of necessity, answers cannot be detailed. [20]
- 11** Narrative: A four-fold part, reserving at least 3 and no more than 4 marks for each of (a), (b), (c) and (d).
- Analysis: Reserve marks in the higher range for those who explain the commitment with reference to such themes as historic experience, economic advance, identity of interests. A negative case is not relevant. [20]

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

Section C: The Americas

- 12** Narrative: Mark out of 14, anticipating generally balanced attention throughout the 1911–1941 period, ranging from war entry to neutrality acts.
- Analysis: Reserve marks in the higher range for those who focus on explanation of the instances of favouring the Allies and not favouring the Axis in the 1939–41 period. [20]
- 13** Narrative: A four-fold part, reserving at least 3 and no more than 4 marks for each of **(a)**, **(b)**, **(c)** and **(d)**, to a maximum of 14. High marks should be reserved for those who have precise and accurate material to offer.
- Analysis: Reserve marks in the higher range for those who approach the theme of opposition broadly, e.g. that it went too far or did not go far enough. Specific points of opposition might be linked to individuals. [20]
- 14** Narrative: NB Choice of three. Mark on a three-fold basis, noting in **(e)** limitation to the 1940s and 1950s. Some modest background will be appropriate in each case.
- Analysis: For marks in the higher range there must be at least some reference to each of the three chosen, with consequent explanation of contrary attitudes towards them. [20]
- 15** Narrative: Mark out of 14. The bulk of the marks, it might be anticipated, will go to LBJ as his legislative record is stronger and longer, so an approximately one-third/two-thirds division of marks within the 14 might be appropriate.
- Analysis: The answer here can have foreign as well as domestic issues within it. For marks in the higher range there should be reference to both presidents and a balanced measure of the extent to which they are praise-worthy. [20]
- 16** NB Choice **(a)/(b)**
- Narrative: Mark out of 14, anticipating specific focal points in the answer rather than a well-balanced coverage throughout the period given.
- Analysis: There may be some revisiting of earlier material, but for marks in the higher range the focus should be well held on explanation within the chosen country. [20]

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

Section D: The Soviet Union and Eastern Europe

- 17 Narrative:** A four-fold part, reserving at least 3 and no more than 4 marks for each of **(a)**, **(b)**, **(c)** and **(d)**, to a total of 14. Some modest background is permissible in each case, but the scope is to 1917 alone.
- Analysis:** Reserve marks in the higher range to those who focus their answer on 'why', with reference to the inadequacies of the Provisional Government as well as to the assertive approaches of the Petrograd Soviet later in 1917. [20]
- 18 Narrative:** NB Coverage is effectively 1929–53. Mark out of 14, anticipating reference to dictatorship in such areas as the economy, politics, military advance. For high marks, answers should be thus broadly based, with at least some post-war references.
- Analysis:** For marks in the higher range there should be reference both to benefits and to disadvantages, with specific measurement of 'extent'. Material from the first part may be revisited, but it should have a presentation appropriate for this part. [20]
- 19 Narrative:** A two-fold part, but to be marked on an inflexible 5/9 basis, due to the distinct imbalance of **(a)** and **(b)**. In **(b)** a broad range across the given period is to be anticipated.
- Analysis:** Reserve marks in the higher range for those who consider the comparative strength of the USSR and its allies and also the weakness of Nazi Germany at this time. [20]
- 20 Narrative:** A three-fold part, with balance anticipated between each and some modest background permissible.
- Analysis:** For marks in the higher range there should be specific focus on 'why', particularly in the case of material revisited from the first part. The best answers will comment on the cf. Czechoslovakia and other Communist satellites. [20]
- 21 Narrative:** A two-fold part, anticipating rather more on **(b)** than **(a)**.
- Analysis:** This can have reference, as in the earlier part, to both foreign and domestic policies of Gorbachev. Reserve marks in the higher range for those who indicate how Gorbachev's policies rebounded to his disadvantage and how some obstacles were virtually intrinsic to the USSR. [20]

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

Section E: Africa and the Middle East

- 22** Narrative: A three-fold part, permitting up to 2 marks in each of (a), (b) and (c) for background material specifically requested in the question.
- Analysis: Marks in the higher range should be reserved for those who indicate not just the significance of the territorial adjustments, but also the wider significance of the treaty for the creation of the Turkish Republic. [20]
- 23** Narrative: A two-fold part, but to be marked on an inflexible 5/9 due to the distinct imbalance of (a) and (b). In (b) there should be a broadly based diplomatic narrative covering all of 1956 for the award of high marks.
- Analysis: For marks in the higher range there should be a specific focus on each of USSR/USA as well as a sharp focus on 'why' in the case of material revisited from the first part. [20]
- 24** Narrative: Mark out of 14, reserving at least 5 marks for references to the British government in the 1945–57 period, but anticipating the intermingling of such references in the overall narrative.
- Analysis: For marks in the higher range there should be references both to Nkrumah's domestic and foreign policies in the 1957–66 period and to specific reasons why these were a disappointment to those who had hoped for a better outcome. [20]
- 25** Narrative: Mark out of 14, reserving at least 5 marks for opposition apartheid produced within South Africa, but anticipating the intermingling of such references within the overall narrative, which should be broadly based from 1948 to the 1980s.
- Analysis: For marks in the higher range there should be references to opposition to apartheid from both outside and inside South Africa, in order effectively to measure 'extent'. [20]
- 26** Narrative: Mark out of 14, across the period 1964–91, anticipating reasonable balance throughout between aims and methods.
- Analysis: For marks in the higher range there should be purposeful comment both on Israeli and Arab shortcomings in the pursuit of peace. [20]

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

Section F: Asia

- 27** Narrative: A two-fold part, noting in both **(a)** and **(b)** the terminal date of 1937.
- Analysis: Reserve marks in the higher range for those who indicate reasons rooted in policies of other powers towards Japan, as well as a rising sense of Japanese nationalism in these years. [20]
- 28** Narrative: Mark out of 14, anticipating a balanced view of the two decades and precise references to a developing communist-based society in them, with both economic and political references.
- Analysis: While the evidence is overwhelming for the case put in the question, reserve marks in the higher range for those who indicate a contrary view, even if not with great strength. [20]
- 29** Narrative: NB Choice of three. Mark on a three-fold basis, permitting modest background in each case.
- Analysis: Focus is specifically on reasons for partition in 1947. Reserve marks in the higher range for those who explain effectively, with reference both to the background to partition as well as to the act of partition itself. [20]
- 30** Narrative: NB Choice of three. Mark on a three-fold basis. Modest background is permissible in each case.
- Analysis: Reserve marks in the higher range for those who consider both the help of the USA (not limited to the years of occupation) as well as to the inventiveness of the Japanese themselves. [20]
- 31** Narrative: Mark out of 14, anticipating a balanced coverage of the two decades.
- Analysis: Reserve marks in the higher range for those who bring into their explanation the approaches both of Malaysia and of the enemies with which it was in conflict. [20]