

# HISTORY: WORLD AFFAIRS 1917-1991

Paper 2158/11

Paper 1

## General comments

There were too few responses **Questions 3, 8, 9, 10, 13, 14, 15, 18, 19, 20, 23, 24, 27, 28, 29, 30** to be able to write a meaningful report.

Candidates responses were generally relevant. Many candidates could have gained additional credit had they provided additional factual support to further exemplify their answers. While it is vital as a preliminary for candidates to orientate the answer towards the question set, it is also vital that arguments which are to further the answer are supported with accurate factual material, and also material of appropriate scope for the answer. A further point in this connection is that some candidates needed to ensure that their responses addressed the period or dates given in the questions; this was particularly so in questions such as 2, 6, 1b and 21, where a number of candidates responses included materials outside of the time period tested.

## **Question 1**

This proved to be a popular question and many who attempted it give rounded and accurate answers of good overall scope. Some candidates needed to ensure that they clarified their answers on the four sub-questions focused on the structure and organisation of the League, particularly in connection with the Council and the Assembly. While a number did indicate weaknesses, with good support, in the final part of their responses, others were inclined to neglect the salient words 'from the start' which needed to be confidently approached if high marks were achieved in this question.

## **Question 2**

There were a fair number of attempts at this question, but not so many as for **Question 1**. As indicated above in relation to question 1, candidates do need to ensure that they include material only within the dates indicated within the question (international diplomacy in the inter-war years). The relevance of the dates was clearly indicated in the question wording by linking the opening and closing dates to a salient event in European diplomacy. Similar, some candidates could have obtained higher marks has they focussed their answers to the last part of the question, which was solely about 1936.

## **Question 4**

Most candidates in this question did constrain their answers with the time period indicated (only a small number of candidates did include material that could not be rewarded). Both **(a)** and **(b)** were generally covered with competence, though some candidates could have the linked the role of UNO in **(a)**. Most candidates were able to argue a case of partial success in **(a)** and total failure in **(b)**, with a number supporting such answers with useful references to events.

## **Question 5**

Most candidates were able to write about the background that was required by the question in both **(a)** and **(b)**, though some candidates could have gained credit later in their answers had they written slightly shorter introductory passages, and so achieved greater balance. In **(a)**, some candidates needed to clarify their answers as the building of the Berlin Wall sometimes got confused with the Berlin Blockade and the airlift. While those earlier events bear some similarity to the circumstances of the Wall's construction, there are also distinct differences after the gap of a dozen years or so. In **(b)**, some candidates needed to ensure that they wrote a balanced answers in which they included at least as much material about the 'remaining years of the 1960s' as they did about the Bay of Pigs invasion.

### Question 6

Candidates demonstrated good knowledge in their responses to this question. Some candidates did not ensure that they deployed only knowledge that was relevant to the time period set within the questions. The first part of the question gave a clear indication that it was the years 1919-25. Many candidates could have improved their answers had they included material pertinent to the years 1919-22, such as the aftermath of the Matteotti murder and Mussolini's initiatives in early 1925. Candidates were very knowledgeable with regard to the later March on Rome. The Lateran Pacts were not pertinent to the question. The last part of the question was well argued in many cases, with an informed balance struck between fear of communism and other factors.

### Question 7

Most candidates' responses to (a) and (b) were accurate and provided useful material to support their answers. A number of candidates included material on (b) from the 1940s, whereas the question stipulated the 1930s. Answers to the last part of (c) were often of good scope with a sharp focus on the reasons given to support candidates responses. In the earlier part of the question, some candidates responses could have been improved had they linked the lives of the workers at that time to the demands of the Third Reich.

### Question 11

Some candidates understood this question as requiring a general survey of the 1930s. Candidates with a sharper eye for relevance saw that what was required was a review weighted in government initiatives. Some candidates needed to include more evidence of the socio-economic concerns of the government and the presidents in these years. Most candidates' responses to the last part of the question were more balanced between Republican and Democrat approaches, dominated by the personality and approaches of FDR.

### Question 12

It was to be expected that definitions of the New Deal would be brief and to the point. Thereafter the question basically elicited a survey of the legislation and a view on its effect. Most candidates knowledge was detailed. Some candidates did need to ensure that their answers were not just a list of legislation made, as to answer the question, responses also needed to explain how the legislation linked to the realities of life in the USA in the 1930s. The last part was, as in **Question 11**, was often well done with usefully supportive indications of the differing views on the New Deal in the time of FDR.

### Question 16

This question gave considerable scope to an informed candidate. Some candidates needed to ensure that they answered only within the dates set by the question, and using only material pertinent to the question. Some candidates gave balanced attention to Lenin's role in 1917 itself; sometimes answers began with the October revolution, but excluded Lenin's role in Russian history in the events of 1917 before that. In the later part of the questions, most candidates included relevant material on the fraught relations in the Soviet hierarchy; some candidates also included material from the Tsar's time, which were not pertinent.

### Question 17

Answers to (a) and (b) in most cases got to the main features of the Soviet economy in Stalin's time, though some candidates could also have included supportive material on the planned economy and on collectivisation. Most candidates viewed Stalin's work favourably in the last part, comparatively few indicating that the purges had robbed the Red Army of much of its military potential.

### Question 21

This was not a markedly popular question, but more so than some questions in the latter part of this paper. (a) and (b) were usually correctly answered, though in (c) some candidates' responses needed to clarify their knowledge of the Yom Kippur War. Candidates' knowledge was relevant and accurate but some candidates could have chosen stronger examples to support their points.

### Question 22

A small number of candidates answered **Question 21**. Those who responded to this question generally accurate but some candidates needed to include more the supportive detail in their responses.

### Question 25

All of the five men named in the question were recognised by the candidates who responded to this question, some candidates paraphrased of the context of the question. Candidates need to include more examples to support their answers, and to include examples of developments from outside South Africa that were of vital importance in its history.

### Question 26

Candidates who responded to this question showed recognition of each of **(a)**, **(b)** and **(c)**, though candidates do need to be clear about the events and ideas at Yen-an in the late 1930s. Many candidates included information relating to Japanese involvement in the later part of the question, but candidates could also have included more immediate contrast between GKD and CGP approaches.

# HISTORY: WORLD AFFAIRS 1917-1991

Paper 2158/12

Paper 1

## General comments

There were very few attempts at **Questions 9, 10, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 29, 30.**

The first 14 marks in any question are related to the first, narrative, part of the question; the final 6 to the later analytical section. Most candidates do make clear where the second part is meant to begin and it would be helpful both to the candidate and to the Examiner if all candidates could make that designation clear, as also any lettered sub-questions in the first part.

Questions are divided into two parts. Though most candidates make it clear where the first part of their answers ends, and where the second part of their answer begins, a small number of candidates must ensure that this is clear in their responses.

### **Question 1**

This popular question elicited some very well informed responses. Candidates' geographical understanding was important to good answers, and in most cases this was securely held and relevantly applied. Issues concerning reparations and troop reductions were also pertinent. In the last part, closer focus was sometimes needed on Wilson's aims and the reasons why they were frustrated by Lloyd George and Clemenceau.

### **Question 2**

Some candidates responded to parts **(a)** and **(d)** with reference to events beyond 1931 and 1935 as the question permitted. Those candidates wrote structured answers which demonstrated effective attempts at description across a wide-ranging scope. Parts **(b)** and **(c)** elicited briefer responses. Knowledge of the first part was generally good throughout. Some candidates were able to present a fairly-supported argument based on the diplomacy leading to 1939. Candidate should be careful not to repeat material from the first question if this is not pertinent.

### **Question 3**

Candidates responding to this question understood the need to describe structure of the UNO in the first part. Candidates' responses were well-informed and accurately described. Some candidates did need to limited their discussion only to the Organisation in 1945, and later topics such as the resolution were not pertinent. Responses to the last part of the question took a broad view of the quarter century, making use of episodes and incidents that had relevance to the question's theme.

### **Question 4**

Knowledge of the first three parts of the question was in many cases good. and presented with appropriate scope. Some candidates do need to ensure they are clear about which topic is being discussed, as in part **(a)** some candidates wrote about the Berlin blockade and airlift rather than the building of the Berlin Wall and part **(b)** was linked by some candidates to missile emplacements. In part **(c)**, some candidates were clear as to what topic was under discussion, though candidates could have discussed what the treaty actually provided for. Candidates responses to the last part of the question were well-informed accurate; in some cases they only addition that candidates could have made would have been fuller and sharper discussion on the theme of cost of armaments.

### Question 5

This was the least popular question in **Section A**. Most candidates understood the roles of Reagan and Gorbachev in the first part of the question. Candidates could have developed their answers by discussing their role in the Cold War more widely and by providing more supporting evidence to their arguments. In the last part of the question, candidate could have added a discussion about costs to their discussion of danger.

### Question 6

This was another popular question and generally well done. Candidates' responses demonstrated good knowledge of the topic. Candidates should ensure that the examples they chose do provide evidence for the point they are making. In parts **(b)** and **(c)** candidates needed to clarify who the ultimate victims of the episode were. Candidates' knowledge of the SS in the last part of the question was extensive. The question specifically concerned the SS, and other features of Nazi Germany in the 1930s were not pertinent

### Question 7

As with **Question 2**, dates had been omitted in the examination paper in order to encourage wide-spread in answers. Many candidates understood and responded to this in part **(a)**, with reference to the abortive attempt in 1934 and the successful attempt in 1938. In part **(d)** was intended to restrict answers to the entry into the war and material beyond that was not required. There were some thoughtful and informed attempts at the last part, developed on the theme that the former was less odious than the latter.

### Question 8

The politics of the Spanish Civil War are essential to an understanding of this question. Most candidates were able to list the left-wing groups and parties in part (a), and the sources of external help in (b). Candidates need to ensure that they describe the nature and motives of the participants and volunteers in the war as well as, or instead of, providing a narrative of the events that occurred.

### Question 11

With **Question 12**, this was a popular question. All candidates demonstrated extensive knowledge of the information war. There were at times quite graphic and wide-ranging descriptions in **(a)**, **(b)** and **(d)**, though in the latter, candidates could also have commented on the political demands of 'flappers' in addition to their social liberation. In the last part of the question, many emphasised that isolation was the overall theme of 1920s US foreign policy. Candidate could also have developed themes that suggested nevertheless at least a partial US involvement outside their own country.

### Question 12

Candidates demonstrated extensive knowledge of the New Deal legislation and candidates with competent knowledge of it did well in the first part of this question; differences between candidates' responses in this area were ones of degree and detail. In the latter part of the question, a number of candidates could have developed the overcoming of opposition and instead dealt with opposition per se; the latter was a useful entry into 'overcoming' but it was not the question as such.

### Question 16

Many candidates answered the final part of this question very successfully, deploying useful references, and explaining carefully the extent to which Lenin followed Marx until 1924.

Responses to the first part of the question were also well-informed, and many candidates demonstrated wide-ranging knowledge in their responses. The question required an account of the relations between the government and the soviet in Petrograd during the revolutionary year. That is not the same thing as an account of the history of 1917, but that is what a number of candidates provided. It was reasonable to begin and end with February and October, but the weight of the answer needed to be on 'relations'.

### Question 17

Candidates' choices were widely spread among the five options in this question, and many candidates demonstrated in their answers that they were well informed, especially on **(b)**. Candidates' knowledge was so strong that at times some candidates needed to be more selective in the examples they chose to write about. Candidates' responses showed evidence of understanding and knowledge in all options, though some candidates needed to clarify their responses to **(e)** where answers developed more on the purges than on the show trials. Responses that indicated that differences were minimal were valid responses.