

CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

MARK SCHEME for the October/November 2013 series

2158 HISTORY (WORLD AFFAIRS, 1917–1991)

2158/11

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	11

Section A: International Relations and Developments

- 1** Narrative: Mark on a four-fold basis, anticipating for high marks not just a basic indication of function, but also an indication of the methods of functioning, with 'purpose' clearly identified in each case.

Analysis: Later events should not be allowed here. The case can be argued both ways, as implied by the question's wording. For marks in the higher range an argued approach along those lines is to be expected. **[20]**
- 2** Narrative: Mark out of 14, anticipating fair balance across the years 1925–35 and due attention to the two given factors.

Analysis: The question is restricted to the year 1936. For marks in the higher range there should be focus on the more threatening aspects of the situation in Europe in 1936, for which competent candidates will find plenty of evidence. **[20]**
- 3** Narrative: Mark out of 14, anticipating a balanced survey of events by which German power increased from September 1939 to June 1941. Answers should not neglect the Mediterranean theatre of the war, specifically mentioned in the question, and represented by events in Greece and North Africa in particular.

Analysis: While there may be some revisiting of the first part, the answer here should focus on explanation. For marks in the higher range this should be both broadly and precisely supported with practical and relevant references. **[20]**
- 4** Narrative: Mark as a two-fold part, noting the time limitations in each of **(a)** and **(b)**. High marks should be reserved for those who focus specifically on the US involvement, against a modest background.

Analysis: **(a)** provides a partial achievement but **(b)** is essentially negative. This part is not restricted to the periods identified in **(a)** and **(b)** and marks in the higher range should be reserved for those who indicate, with appropriate support, the degree of achievement of US aims. **[20]**
- 5** Narrative: Mark as a two-fold part, allowing in each case at least 2 and no more than 3 marks for the specific request for background. N.B. The missile crisis itself is 1962; earlier material on, e.g. Bay of Pigs, is background to it.

Analysis: There is plenty of evidence for this in the introduction of the Hot Line, the test ban, non-proliferation and early SALT, but for marks in the higher range there needs to be some argued limitation of reduction in Cold War tensions. **[20]**

Page 3	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	11

Section B: Western Europe

- 6** Narrative: Mark out of 14, anticipating fair balance throughout the period 1919–25, viewing the March on Rome as the fulcrum point in the narrative, but by no means its conclusion, which lies in Mussolini's speech of January 1925. This is familiar territory and candidates should have sound and precise material to offer if high marks are to be awarded.
- Analysis: This can be argued on the basis of the fear engendered during the Biennio Rosso, whilst also integrating other factors such as political weakness and disappointed peace treaty hopes. For marks in the higher range there should be informed argument, with the stated factor crucial, though not necessarily dominant. **[20]**
- 7** Narrative: Mark on a three-fold basis, noting the limitation to the 1930s. The economic priorities of the Third Reich in these years will have relevance in **(a)** and **(c)**.
- Analysis: The argument will rest largely on the superficial attraction of many policies and, more so, on the contrast between life under Hitler in the 1930s and the recent disasters and troubles of the Weimar period. For marks in the higher range answers should develop, with appropriate support, largely on these lines. Other viable approaches may well be offered. **[20]**
- 8** Narrative: Mark on a three-fold basis, permitting modest background in each of the three choices made. Each should be effectively integrated into wartime circumstances.
- Analysis: 'Total war' relates to the impact the war had on the lives of people, socially, economically and practically. The wartime aerial bombardment is particularly significant, as is also the direct impact of fighting inside particular countries. For marks in the higher range there should be good scope and precise, relevant references, not necessarily limited to the foregoing suggestions. **[20]**
- 9** Either **(a)** Narrative: mark out of 14, with reasonable balance between his role in the 1920s and that in the 1930s.
- Analysis: Reserve marks in the higher range for those who consider both sides, thereby addressing the 'why' of the question. Foreign affairs have relevance in both parts.
- Or **(b)** Narrative: mark on a two-fold basis, noting the limitation to domestic policies, and permitting features of both politicians when they were not Prime Minister, though restricted to the 1960s and 1970s.
- Analysis: Reserve marks in the higher range for those who comment both on Thatcher's appeal and also on the mistakes of her political opponents in the late 1970s. **[20]**
- 10** Narrative: Mark out of 14, anticipating balance throughout the quarter-century of early development in West European unity.
- Analysis: Marks in the higher range should be reserved for those who consider British attitudes against involvement as well as the approaches of continental opponents during the years to 1970. **[20]**

Page 4	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	11

Section C: The Americas

- 11 Narrative:** Mark out of 14. While it is expected that the three Republicans will be named and some brief comment made on each, more particularly on Hoover perhaps, the focus of the answer should be on their domestic policies in general and candidates should not be penalised for not linking particular policies to particular presidents.
- Analysis:** This is familiar territory and for marks in the higher range there should be specific references both to Republican shortcomings and the more promising prospect under FDR. **[20]**
- 12 Narrative:** Mark this question of broad scope out of 14. At least 2 and no more than 3 marks should be allotted to the required definition. Given the scope of the question, candidates should not be penalised if references to all the legislation have restrictions imposed by exam time.
- Analysis:** Reserve marks in the higher range for those who consider, with suitably precise references, the approaches of both groups identified in the question. **[20]**
- 13 Narrative:** Mark out of 14, anticipating broad balance within the quarter-century (1945–70) of the question and noting that the question requires reference to ‘attempts’, rather than achievements as such.
- Analysis:** For most of the period the answer is positive, but less so in the late 1960s. For marks in the higher range there needs here to be specific reference to the extent to which success was attained by non-violence. **[20]**
- 14 Either**
- (a) Narrative:** mark out of 14, noting that the question invites foreign as well as domestic issues and anticipating fair reference to the Batista years as well as to the Castro ones.
- Analysis:** For marks in the higher range there should be not only reference to each great power, but also some attempt to evaluate the support. E.g. Support for Batista led to his dictatorship; support for Castro led to the Missile Crisis.
- Or**
- (b) Narrative:** mark out of 14 noting that the question invites foreign as well as domestic issues. It would be correct to expect about one third only on the 1960s, largely concerned with the development of the left, leading to the electoral success of 1970.
- Analysis:** The USA showed especial concern about the government and answers may well develop that theme. Marks in the higher range should be reserved for those who go further in the pre/post Allende years. **[20]**
- 15 Narrative:** A two-fold part, requiring balance across the two presidencies in the 1980s for the award of high marks.
- Analysis:** Reserve marks in the higher range for those who consider not just the appeal of Reagan on various fronts, but also the comparative weakness of his opponents, especially in 1980. **[20]**

Page 5	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	11

Section D: The Soviet Union and Eastern Europe

- 16** Narrative: Mark out of 14, anticipating fuller material on 1917 itself than on the years (virtually 1918–21) that followed, but reserving 5 and no more than 6 marks for the post-1917 years.
- Analysis: For marks in the higher range there needs to be secure knowledge of the moves and alignments of Soviet politicians in the later 1920s, culminating in the emergence of Stalin as Soviet leader. **[20]**
- 17** Narrative: Mark on a two-fold basis. This is familiar territory and for high marks there needs to be an approach on a broad basis, with precise references throughout.
- Analysis: A broad based and informed assessment, covering both domestic and foreign features of the USSR in the late 1930s, is required for the award of marks in the higher range. **[20]**
- 18** Narrative: This has a specific reference to background, so mark on a two-fold basis, background and course, while employing a global mark of 14 for those who intermingle material; though in such cases approximately half the marks should be reserved for background or course.
- Analysis: Marks in the higher range should be reserved for those who informatively balance internal with external reasons for the uprising's collapse. **[20]**
- 19** Narrative: Mark on a three-fold basis, ensuring that for high marks the chosen three are contextualised into the history of Eastern Europe, with modest background also in each case.
- Analysis: For marks in the higher range there should be specific reasons for the control, political, economic and military being leading ones; examples will help, but in view of the different states covered and the time span of over 40 years, these cannot be expected to be comprehensive. **[20]**
- 20** Narrative: Mark out of 14, anticipating fair balance across the decade of the 1980s, with rather more on the later part of the decade. N.B. Limitation to domestic USSR affairs.
- Analysis: There is no limitation to domestic affairs here and a well rounded answer can be expected to cover both domestic and foreign affairs in explaining the 1991 collapse. **[20]**

Page 6	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	11

Section E: Africa and the Middle East

- 21 Narrative:** Mark on a three-fold basis, anticipating distinct and accurate material, appropriately placed, in each of the three wars for the award of high marks.
- Analysis:** There is much that each side felt to be a reason for hostility. For marks in the higher range, anticipate accurate references, balanced between each side. **[20]**
- 22 Narrative:** For high marks there needs to be balance across the two decades of the 1970s and 1980s, with due attention throughout to the 'war and peace' theme, which to an extent will emerge anyway with the narrative. The war of 1973, role of PLO, conflict with Lebanon, and peace ventures of USA and UNO can all develop as focal points in a balanced answer.
- Analysis:** For marks in the higher range there needs to be specific reference to the unresolved issues in the Middle East by the late 1980s, explained with balance from both sides. **[20]**
- 23 Narrative:** Mark on a three-fold basis, ensuring that for high marks the chosen three are well integrated into the part they played in Africa. Modest background is acceptable in each case, but the weight of the answer must be on the chosen person.
- Analytical:** Both argument and examples are required for the award of marks in the higher range. Anticipate also a fair balance among the reasons, with reference to the colonial legacy, as well as developments since independence. **[20]**
- 24 Narrative:** Mark out of 14. For marks in the higher range there should be good balance across the five years 1960–65, which will be strengthened by evidence of good grasp of the geography of the region.
- Analysis:** While generally a harsh style of government was imposed by Mobutu, his rule was not without some merit or progress towards orderly government. This part is restricted to events to 1991, yet in that year unrest in central Zaïre caused him to summon a constituent assembly. Reserve marks in the higher range for those who detect these differing approaches. **[20]**
- 25 Narrative:** N.B. In the case of **(b)** and **(e)** the limitation to 1991. Mark on a three-fold basis, ensuring that each is well integrated into the history of South Africa in the years 1948–91, a process that might be aided by modest background.
- Analysis:** For marks in the higher range there should be some endeavour to put the policies of other powers into a clear South Africa context, but given the space of over 40 years, references cannot be fully comprehensive. **[20]**

Page 7	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2158	11

Section F: Asia

- 26 Narrative:** Mark on a three-fold basis, permitting some modest background in each case and ensuring, for high marks, suitable contextualisation into the history of China. This is fairly familiar material, and references in answers should be accurate and precise.
- Analysis:** N.B. Limitation to 1930s. For marks in the higher range there should be distinct references to the approaches of both the Communists and the Nationalists during this decade. There may be some revisiting of the first part, in which case ensure that in this part the focus is on reasons. **[20]**
- 27 Narrative:** Mark out of 14, reserving at least 2 and no more than 3 marks for the required definition. Thereafter, material should be generally balanced across the 1938–45 years, with perhaps, more earlier than later.
- Analysis:** Candidates are asked here to measure ‘extent’, so the best will consider aspects post-1951 in order to assess the value to Japan of the US occupation before that. Marks in the higher range should be reserved for those who develop such an approach with precision and balanced support. **[20]**
- 28 Narrative:** Mark out of 14, with balance across the years 1976–89 and due attention to the events of the latter year. N.B. Limitation to domestic affairs.
- Analysis:** N.B. Limitation to 1970s and 1980s. Some progress was made in these years away from isolation and might be enhanced by a degree of modest background. However, there were limits in this direction and the best answers will balance both, with precise references in support, for marks in the higher range. **[20]**
- 29 Narrative:** N.B. Limitation to the 1940s, though the question also invites references to events in Britain and elsewhere as well as in the sub-continent; both independence and partition are required. Mark out of 14, with high marks reserved for those who approach the question duly on this basis and furnish supportive references.
- Analysis:** Marks in the higher range should be reserved for those who present a balanced analysis, indicating some lack of complete commitment to Western approaches, thereby measuring the ‘extent’ of the question. **[20]**
- 30 Narrative:** Mark on a three-fold basis, permitting some modest background in each case and contextualising each into the history of the Malay peninsula.
- Analysis:** For marks in the higher range there should be references to the practical events that led to the separation and also to the dissatisfaction that underlay it. **[20]**