

**MARK SCHEME for the May/June 2010 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.

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

CIE is publishing the mark schemes for the May/June 2010 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	Paper
	GCE O LEVEL – May/June 2010	2158	01

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 shortcoming. 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 question's terms.

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 material of relevance.

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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2158	01

Section A: International Relations and Developments

- 1** Narrative: A three-fold part, ensuring for high marks in the second and third parts good coverage throughout the inter-war years.
- Analysis: Reserve marks in the higher range for those who give balanced treatment to the policies and who indicate the extent of the damage that resulted to the League of Nations.
- 2** Narrative: A broadly balanced development throughout the years 1936-38 is to be anticipated, with possibly stronger emphasis on the final year. Do not credit material outside the given dates, unless specifically linked to the question's theme.
- Analysis: Reserve marks in the higher range for those who specifically focus on reasons and on the year 1939.
- 3** Narrative: A three-fold part, anticipating in each feature selected reference to background as well as to practical events.
- Analysis: For marks in the higher range there should be a broadly based assessment of 'how important', covering such aspects as air and land forces, economic impact and the impact also on morale.
- 4** Narrative: A two-fold part, anticipating in the first section a start in the aftermath of the Second World War and in the second treatment of the later years of the Korean War, while reserving most credit for the events of 1950.
- Analysis: For marks in the higher range there should be an allusion to events both outside and within the Korean peninsula and the 'divided' and 'troubled' features. However, this part is broad based and detailed knowledge is not anticipated.
- 5** Narrative: A two-fold part, reserving high marks for those who detect that while a slackening of tension throughout the two decades is the dominant theme, this was not entirely so.
- Analysis: Reserve marks in the higher range for those who focus specifically on reasons, both underlying and more specific to the final years.
- 6** Narrative: A two-fold part that is broadly based in both time and scope, covering national as well as international agencies. High marks should be reserved for those who have specific observations to make towards the question's theme and whose examples can at least superficially be defined as important.
- Analysis: A reasoned development of national and international obstacles should be expected here, reserving marks in the higher range for those who have specific points to make.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2158	01

Section B: Western Europe

- 7** Narrative: A broadly based question, anticipating balance throughout the years 1919-25, with the year 1922 as the fulcrum point. The factors outlined must link to Mussolini's increasing power for high marks.
- Analysis: Reserve marks in the higher range for those who argue an informed case both ways, thus meeting the 'how far' requirement.
- 8** Narrative: A three-fold part, reserving high marks for those who bring accurate and broadly based material to bear in each of **(a)**, **(b)** and **(c)**.
- Analysis: Reserve marks in the higher range for those who consider (essentially) the nature of Hitler's control in the Third Reich, but who also consider the favour in which many Germans held him in the 1930s.
- 9** NB Choice **(a)** / **(b)**
- (a)**
- Narrative: A generally balanced account of the 'development and achievements' of the Labour Party in the years 1918–31 is to be anticipated, with due attention to both features.
- Analysis: The answer essentially lies in the debacle of 1931, but credit also those who indicate other aspects of Labour's malaise in the 1930s e.g. leadership, foreign affairs.
- (b)**
- Narrative: Here also a generally balanced account of the domestic achievements of the Thatcher governments in the years 1979-90 is to be anticipated. Permit appropriately put negative points as well as positive achievements.
- Analysis: Here for marks in the higher range there should be a specific focus on aspects of criticism, modified suitably in order to fit the 'how justified' requirement.
- 10** Narrative: A broadly based and balanced answer covering the 40 years specified is to be anticipated, with special attention to the development of the two named features; material generally on the 1970s and 1980s may be thinner than elsewhere.
- Analysis: Reserve marks in the higher range for those who focus sharply on reasons and on the political and economic angles of the question.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2158	01

11 Narrative: A two-fold part, events of the late 1950s/achievements 1958-69. The first section should be broadly based, with external, as well as internal, references. The second section is not limited to domestic achievements and may well also indicate negative ones.

Analysis: Reserve marks in the higher range for those who deal with both internal and external criticisms and focus well on reasons, even though revisiting some of the ground covered in the first part.

Section C: The Americas

12 Narrative: A three-fold part. Material needs to be confined to the 1920s, but can be broadly based within that decade. In **(b)** a reasonable balance between the two should be held, and some linkage effected.

Analysis: Answers should deal both with the Crash itself and with the growing impact in the early 1930s. Reserve marks in the higher range for those who focus well on 'why' and avoid mere narrative.

13 Narrative: A wide-ranging part, in which greater weight might be anticipated on the mid-1930s than on the later years of the decade. Material should be both broadly based and sharply rendered for high marks.

Analysis: This will involve some revisiting of the first part, but focus here should be on aspects of legislation that indicate the beneficial significance of the President's work. The question is not limited to the 1930s and those who develop foreign policy issues of the early 1940s should be suitably rewarded for relevant observations. But do not penalise those who deal both competently and solely with the 1930s.

14 Narrative: A three-fold part. In each case some introductory background will be required in order to develop the 'important stage' reference. But the bulk of the response can be on the practical events of each of **(a)**, **(b)** and **(c)**.

Analysis: While there may be some revisiting of **(c)**, with appropriate slant, reserve marks in the higher range for those who focus well on 'why' and have balanced 1960s coverage.

15 Narrative: Though restricted to the years 1972-74, there is much material that an informed candidate can present within them. High marks should be reserved for those whose answers are informed, accurate and balanced.

Analysis: The focus here is on 'political life' in general and can be expected to cover later legislation and events that are thus relevant to the question's theme. Later presidential changes will need focused, if brief, argument to be relevant.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2158	01

16 NB Choice (a) / (b)

(a)

Narrative: A two-fold part, with more likely on **(ii)** than on **(i)**. This part is not limited to domestic affairs and for high marks in each of **(i)** and **(ii)** there should be reference to foreign as well as domestic aspects of the rule of each.

Analysis: While this will almost inevitably involve some revisiting of the first part, reserve marks in the higher range for those who refer to specific and explained reasons for Castro's greater success.

(b)

Narrative: A broadly based question, though anticipate that some parts of the years 1946-73 will be less thoroughly covered than others. NB Both domestic and foreign policies are required with reasonable balance between the two.

Analysis: Reserve marks in the higher range for those who focus both on Peron's appeal as well as Argentinean troubles and expectations.

Section D: The Soviet Union and Eastern Europe

17 Narrative: A three-fold part, with some brief background anticipated in each case, while reserving the bulk of the marks for practical information. NB **(c)** covers both War Communism and NEP.

Analysis: While there may be some revisiting of **(b)** and **(c)**, with appropriate angling to the question's theme, the focus throughout must be on 'why' and should range more broadly, covering such features as Civil War leadership and weakness among communism's opponents.

18 Narrative: A two-fold part, with emphasis on Stalin's political moves in **(a)** and both industrial and agricultural progress in **(b)**.

Analysis: Anticipate that the bulk of answers will focus on his strength achieved through coercive policies, but for marks in the higher range there should be at least some reference to favourable response due to the stability and progress that he brought by the end of the 1930s.

19 Narrative: Essentially a three-fold part and best marked as such. However, for those who intermingle points over the years 1956-64, mark out of 14 while preserving a balance between rise/domestic/foreign.

Analysis: While there may be some revisiting of points made in the first part, reserve marks in the higher range for those who focus well on reasons, covering both domestic and foreign concerns.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2158	01

20 Narrative: Though covering a wide time span, answers will doubtless focus on specific features rather than seek to cover all forty-six years. Reserve at least 3, and no more than 5, marks for references to treatment at the end of the Second World War, permitting a degree of wartime background here.

Analysis: While there may be some revisiting of themes in the first part, reserve marks in the higher range for those who focus on and sustain reasons for the eventual success.

21 Narrative: Best marked out of 14, anticipating the bulk of the answer to be focused on the Brezhnev years, but permitting at least a third of the marks on the post-Brezhnev drift. NB Limitation to 'internal history'.

Analysis: While there may be some revisiting of earlier themes, reserve marks in the higher range for those who focus purposefully on reasons.

Section E: Africa and the Middle East

22 Narrative: A three-fold part, rise/foreign/domestic. For those who intermingle their work, mark out of 14 while preserving the tripartite marks.

Analysis: For marks in the higher range there should be a distinct focus on 'why' amid the inevitable revisiting of material from the first part. In doing this, the best approach will be a balance between the needs of Turkey and the work of its leader.

23 Narrative: Best marked out of 14, reserving approximately half of the marks for the events of the summer and autumn of 1956. Some background will be useful, but should not be overly rewarded before 1954.

Analysis: For marks in the higher range there should be balanced reference both to the Middle Eastern and non-Middle Eastern countries, with due attention to 'important'.

24 Narrative: Mark out of 14, anticipating rather greater attention to the events of 1960-61 than later on.

Analysis: While reserving marks in the higher range for those who give an informed assessment of Mobutu's rule in the light of the question, do not be overly demanding of supportive detail in what is a marginally demanding question.

25 Narrative: A two-fold part. While the focus in **(a)**, as in **(b)**, is on events within Kenya, permit reasonable background points on policy initiatives by Britain when suitably linked to events in Kenya.

Analysis: While the essential answer here is rather negative, reserve marks in the higher range for those who have distinct knowledge of the East African Community and other aspects of Kenya's relations with its neighbours.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2158	01

26 Narrative: A two-fold part, 1970s/1980s. For high marks ensure that in each decade there is a purposeful focus on 'relations' and broad coverage of events in each.

Analysis: For marks in the higher range there should be reference to each super-power named and reference to the influence that is political, economic and military.

Section F: Asia

27 Narrative: A three-fold part. For high marks in each of **(a)**, **(b)** and **(c)** there should be distinct attention given to the wording of each of them. In **(a)** permit modest pre-1917 material on Sun Yat-sen, if offered, but do not penalise those who start in 1917. NB 1945 end date.

Analysis: NB Limitation to the 1930s. Reserve marks in the higher range for those who focus purposefully on reasons, even if this emerges from narrative material.

28 Narrative: Mark out of 14, anticipating most attention to the years 1931-33 and 1937-42.

Analysis: For marks in the higher range there should be focus both on motives from within Japan and on circumstances and attitudes from other countries towards Japan.

29 Narrative: A three-fold part. Permit some modest background in each of **(a)**, **(b)** and **(c)**.

Analysis: For marks in the higher range there should be a distinct focus on reasons, possibly emerging from a base in a narrative of events.

30 Narrative: A two-fold part, 1920s/1930s, covering a period fairly balanced with 'main features'. British policy is of relevance if clearly linked to the question's main theme.

Analysis: The reasons should be broadly based, involving both events in India and the experience of Britain of the Second World War. Marks in the higher range should have a distinct focus on reasons.

31 Narrative: A two-fold part, with the need in both for a sharp focus on the role of Sukarno.

Analysis: For marks in the higher range there should be references to criticism from both within and outside Indonesia and a suitable focus on 'why'.