

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
GCE Ordinary Level

**MARK SCHEME for the May/June 2011 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.

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### **Section A: International Relations and Developments**

- 1** Narrative: A three-fold part, anticipating rather more in **(c)** than in **(a)** and **(b)**. NB Rapallo treaty is 1922; no credit for 1920 treaty. For high marks there should be full and accurate material on each of the three treaties.

Analysis: NB Focus on 'late 1920s', though Locarno might be permissible, suitably angled, as an introduction. Reserve marks in the higher range for those who purposefully explore improvement, while also measuring 'extent'.

- 2** Narrative: A two-fold part, with the best answers able to pinpoint through detailed examination the distinguishing features in each of the two crises.

Analysis: Any revisiting of the first part is permissible only to the extent that it clearly relates to the quotation. Better candidates will broaden their references to the League's constitution and to other instances of practical engagement in international affairs.

- 3** Narrative: Mark out of 14, reserving at least 3 and no more than 4 marks for the agreements made at Munich (which might include Hitler's additional agreement with Chamberlain). The period 1936–38 might well start with the demilitarisation of the Rhineland and then consider the competing roles of appeasement/aggression.

Analysis: Candidates may well adopt a chronological framework; the best will have broadly based 1938–39 references. Marks in the higher range should be reserved for those who have defined focus on reasons for the war's outbreak.

- 4** Narrative: A three-fold part, in which there may well be references to the airlift in **(a)**, acceptable if seen in the wider context of 'Blockade'. Good detail is required in each part for high marks and in **(b)** a clear distinction between the scope of each organisation.

Analysis: While it is permissible for part of the response to be Germany-focused, the reference is to Cold War tensions in general. Marks in the higher range should be reserved for those who reflect such scope, and who balance the 1945 conferences with other features.

- 5** Narrative: A two-fold part. NB the date limitation in each case, designed to make the material more manageable. Good, detailed development within the year boundaries, is required for high marks. Only modest background and concluding material should be permitted.

Analysis: Marks in the higher range should be reserved for those who produce a balanced analysis of both countries, whilst also broadening the scope beyond them in order to develop well based reasons for US involvement.

- 6** Narrative: Mark out of 14. The period has fair balance throughout in disarmament moves, with Test Ban, Non-Proliferation, SALT, START, Gorbachev/Reagan and Bush initiatives. The balance over the period should be maintained for high marks. The 'Hot line' will need to be argued for relevance.

Analysis: The economic and, to an extent, ideological concerns of both USSR and USA will be fundamental to the answer here and should be informatively explored and appropriately linked to the question for marks in the higher range.

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### Section B: Western Europe

- 7** Narrative: Mark out of 14. The better balanced answers over the years 1918–34 will be weighted more towards the end of those years, as Hitler moved towards greater power. But the question is written in biographical terms and due credit should be given for biographical material within the years 1918–34. Background pre-1918 material should receive minimal credit.

Analysis: A variety of reasons might be offered here, ranging from dissatisfaction with Weimar to enthusiasm for Hitler. For marks in the higher range, there should be broadly based factual support in the early 1930s, suitably angled to 'why ... secure'.

- 8** Narrative: A three-fold part. For high marks there should be balanced treatment over the two years in **(a)**, reference both to d'Annunzio's initiatives and their adoption by the fascists later in **(b)** and to both Benedict XV and Pius XI in **(c)**.

Analysis: For marks in the higher range, candidates will need to display an analysis of reasons that is knowledgeably linked to the concept of the corporate state.

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

- (a)** Narrative: NB Choice of two, marked as a two-fold part. NB Also limitation to domestic 'achievements', a term which might be broadly interpreted.

Analysis: Reasons may well focus on mistakes of opponents, external circumstances as well as the political appeal for 'safe' government in a changing political scenario. Reserve marks in the higher range for those who focus on reasons and have suitably balanced coverage.

- (b)** Narrative: A three-fold part. NB In each case the need to refer to 'circumstances' and 'outcome', both of which should be appropriately covered for high marks.

Analysis: Candidates are given a wide choice here, restricted to the years 1945–90. For marks in the higher range there should be well developed reasons, which might (but need not) include both domestic and foreign concerns.

- 10** Narrative: Mark out of 14, expecting fair balance across the time frame. Earlier material will most likely be on such formative steps as Council of Europe, ECSC, EEC; later material more on the development of those structures. Direct liaison (e.g. Adenauer/de Gaulle) can be made relevant.

Analysis: The better answers here should refer to concerns outside Europe, e.g. overseas territories and US links, as well as to uncertain steps in Europe itself, including the uncertainty of Britain's position throughout these years. For marks in the higher range there should be appropriate focus and balance on reasons.

- 11** Narrative: This should divide into three parts and would be best marked on a three-fold basis, but if events are intermingled then mark out of 14, while retaining the question's essential balance. Colonial policy is not relevant.

Analysis: Basic knowledge of the constitutions of the Fourth and Fifth Republics will be needed on which to structure the required comparison, though the increasingly frenetic political life of the Fourth Republic will also be relevant, as will the personality of de Gaulle. Reserve marks in the higher range for those who give detailed support to broad-based points of explanation.

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### Section C: The Americas

- 12** Narrative: A two-fold part, permitting some limited pre-1917 background for the entry into the war; in the peace settlement such material as the Fourteen Points, Wilson in Paris and his advocacy of the treaty and League at home will all have relevance.

Analysis: There is evidence both for and against the practice of isolationism in the 1920s. Marks in the higher range should be reserved for those who detect this balance and illustrate it effectively.

- 13** Narrative: A two-fold part, marked most likely on a 6/8 basis, as there is more on **(b)** than **(a)**, even with the limitation of **(b)** to the first term. NB Focus in both cases is on presidential action and policy.

Analysis: Here again, more might be anticipated on FDR, but the focus is on reasons for 'greater success', which will link to the domestic circumstances of the time. Reserve marks in the higher range for those who focus on and develop reasons with factual authority.

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

**(a)** Narrative: Anticipate a basically balanced approach over 1945–89, but permit focus on particular personalities and episodes, if offered.

Analysis: Those who develop with suitable references the concerns about poor democratic practice within Brazil will be getting to the essence of the question here. Suitable economic references which are linked to the question could lift the mark into the higher range.

**(b)** Narrative: A two-fold part. In each case the answer will need to refer to the background as well as to the actions of the new leader in effecting power in the first part; the other half should cover a survey of relevant points, limited to domestic policies only.

Analysis: For marks in the higher range there should be sustained references to each ruler; in each case there is no shortage of material for criticism, from diverse political angles.

- 15** Narrative: NB Choice of three, marked as a three-fold part. Parts **(a)** and **(e)** are new to the paper, hence the choice permitted. NB In **(c)** material must relate to the 1960s (and the USA) and in **(d)** to Black Power and not to civil rights.

Analysis: LBJ's legacy is mixed, and the better candidates should indicate that by suitable references to foreign policy failures (Vietnam in particular), balanced by an impressive record of domestic legislative achievements, in spite of some limitations.

- 16** Narrative: A two-fold part with fair balance between them in spite of Reagan's two terms and Carter's one. NB Limitation to domestic affairs.

Analysis: Foreign affairs are relevant here and may well figure prominently (e.g. Iran hostages). Answers can include domestic references, especially where the contrasting approaches have relevance for the election's outcome.

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### **Section D: The Soviet Union and Eastern Europe**

- 17** Narrative: A three-fold part. NB Limitation to the year 1917; no credit should be permitted outside that year, apart from limited background.

Analysis: While there may be some relevant discussion of earlier events in 1917, do not permit unstructured comment on the three personalities in the first part. For marks in the higher range there should be a close focus both on reasons and on the 'Bolshevik party', seen as a broader entity than Lenin alone.

- 18** Narrative: A broadly phrased question. The 1920s are essentially introductory on his rise to power; thereafter expect references to his role in the Soviet economy, society and the practice of the purges. Mark out of 14, anticipating coverage along these lines. Do not exclude foreign affairs, if offered, but do not penalise those who do not include it.

Analysis: The essential answer here lies in his control of the party and of society through an effective police system. Do not rule out those who suggest consensus on account of the stability of the Stalin years. For marks in the higher range there should be a broadly based answer, well focused on explanation.

- 19** Narrative: NB Choice of three, marked as a three-fold part. Parts **(d)** and **(e)** are new to the paper, hence the choice permitted.

Analysis: The answer lies partly in the successful supply and effective fighting of the Soviet forces, with equipment from their allies, but also in the increasing weakness of their opponents. For marks in the higher range expect good focus on explanation and answers developed along these lines.

- 20** Narrative: Mark out of 14. The period 1956–90 has reasonable balance within it in Polish history, from the first stirrings of independence after Stalin to its achievement by Walesa and his supporters.

Analysis: Answers should be rooted partly in support within Poland, aided by the slackening of Soviet control, and partly in support from outside Poland, from the West and, most noticeably, the Papacy under John Paul II. Reserve marks in the higher range for those who develop informed and argued answers along these lines.

- 21** Narrative: Mark on a two-fold basis, reserving high marks for those who indicate how Khrushchev's policies represented a change from Stalinist ones.

Analysis: This is more broadly based than the domestic focus of the first part and marks in the higher range should have reference to foreign as well as domestic events in explaining his removal from power.

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### Section E: Africa and the Middle East

- 22** Narrative: Mark out of 14, reserving 3 or 4 of the marks for the final part on the creation of Israel. The material on the mandate is likely to have more focus on earlier and later years rather than on the central inter-war years.

Analysis: Reserve marks in the higher range for those who give a balanced explanation based both on Israeli strengths and determination and Arab weakness and disorganisation.

- 23** Narrative: Mark on a three-fold basis, anticipating in all cases material on events that precipitated the conflict as well as the events of the conflict itself; fair balance is to be expected in **(c)** and some distinction between the two invasions.

Analysis: For marks in the higher range, anticipate reference to events from outside the Middle East, especially the role of the great powers, as well as practical reasons why Middle Eastern countries desired peace more noticeably in the late 1970s than earlier.

- 24** Narrative: Mark on a two-fold basis. In **(b)** there should be specific references to at least two French colonies south of the Sahara.

Analysis: Expect material to be selective, but reserve marks in the higher range for those who both compare and contrast by specific references to British and French approaches just before decolonisation.

- 25** Narrative: NB Choice of three, marked as a three-fold part. **(b)** and **(c)** are not familiar in the paper, hence the choice. NB In each case the request for 'circumstances surrounding', which might best be shown by an element of background material. If well developed, this could take up to half the marks available in any one part.

Analysis: Reserve marks in the higher range for those who balance answers between demand in the colonies (variable and often limited) and pressures felt by European colonial powers, as well as that of the USA and the increasing trend against colonialism at that time.

- 26** Narrative: Probably best marked on a two-fold basis, with material on the apartheid years to c. 1980 balanced against the increasing decline of the system in the 1980s.

Analysis: This has broad coverage throughout the period 1948–91 and for marks in the higher range that breadth should be clear, while material might be suitably argued between attitudes and approaches from outside and from within South Africa.

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### Section F: Asia

- 27** Narrative: Mark out of 14, expecting reference to such events as CCP foundation, Shanghai, Long March, war against Japan, within a balanced context of the 1920s and 1930s.

Analysis: Answers may well be more weighted to the period after 1945 than earlier. Reserve marks in the higher range for those who show good balance between the strengths of communism and the weakness and mistakes of its opponents.

- 28** Narrative: Mark out of 14, anticipating greater emphasis on the years just after 1945 than to those later on. This is a broadly based question, in which there should be political and economic references, with social references also present in the better answers.

Analysis: While the emphasis may be more on economic recovery, the political element will not be irrelevant here either. Marks in the higher range should have a good focus on explanation, with reference to factors both within and outside Japan.

- 29** Narrative: Mark as a three-fold part. In each case a degree of background is to be expected and rewarded, with high marks reserved for those who have solid information on **(a)**, **(b)** and **(c)**.

Analysis: Reserve marks in the higher range for those who focus sharply on the need for change from the monolithic communism of Mao to a more realistic version that engaged with economic imperatives.

- 30** Narrative: A three-fold part. Differing starting points are permissible for each of **(a)**, **(b)** and **(c)**, but the terminal date for each is 1945. Permit 'Quit India' campaign as part of the answer to **(a)**, but do not penalise its omission.

Analysis: This may well be answered in a 1945–47 narrative framework, but focus should be on reasons for the withdrawal, with references to events both within and outside India for marks in the higher range.

- 31** Narrative: Mark out of 14, references to Japanese aggression and Dutch post-war policies, as well as to the practical impacts of each on the East Indies during the 1940s, would be anticipated for high marks.

Analysis: For marks in the higher range there should be reference to both external and internal affairs, balanced throughout the 1950s and 1960s.