

**MARK SCHEME for the May/June 2012 question paper  
for the guidance of teachers**

**2158 HISTORY (WORLD AFFAIRS, 1917–1991)**

**2158/13**

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.

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

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2012</b>	<b>2158</b>	<b>13</b>

### Section A: International Relations and Developments

- 1** Narrative: A four-fold part. Permit a maximum of 4 and a minimum of 3 for each of **(a)**, **(b)**, **(c)** and **(d)**, to a maximum of 14. For high marks, 'aims' should be precisely rendered and exemplified.

Analysis: For marks in the higher range, there should be precise references to terms that suggest degrees of fair treatment and also otherwise, in order to meet 'how far'. [20]

- 2** Narrative: A four-fold part. Permit a maximum of 4 and a minimum of 3 for each of **(a)**, **(b)**, **(c)** and **(d)**, to a maximum of 14. The 1920 treaty is not permissible in **(b)**.

Analysis: For marks in the higher range there should be a clear focus on reasons and reference to events both in the Far East as well as in Europe. [20]

- 3** Narrative: Mark out of 14 across the period 1933–39, permitting references to the 'negative' relationship in the early years, if offered, while anticipating greater attention to events from 1936.

Analysis: For marks in the higher range there should be balanced attention from 1939 to 1945, as the question is focused on countries and not on regimes here. [20]

- 4** Narrative: A three-fold part. NB The focus of the question is on USSR/USA relationships in respect of each of **(a)**, **(b)** and **(c)**, but inevitably modest background in the specified events will have value, while holding to the central theme.

Analysis: For marks in the higher range the focus needs to be held on similarities; differences are not relevant. Informed and focused attention on both men is required. [20]

- 5** Narrative: A three-fold part, with balanced attention anticipated to each area and with precise supportive references required for high marks.

Analysis: For marks in the higher range there should be a clearly referenced assessment of the degree of success, which will involve also consideration of shortcomings to be fully effective. [20]

- 6** Narrative: Mark out of 14, anticipating references in the second half of the twentieth century to 1991. For high marks references need to be precise.

Analysis: For marks in the higher range there needs to be a specific focus on governmental and inter-governmental response. [20]

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2012</b>	<b>2158</b>	<b>13</b>

### Section B: Western Europe

- 7** Narrative: NB Choice of three. Mark as a three-fold part, noting in **(b)** the terminal date of 1945. There should be specific references to the 'part played' for the award of high marks.

Analysis: Focus needs to be held on explanation for the award of marks in the higher range, with references both to the impact of war and the malaise of the regime. [20]

- 8** Narrative: A three-fold part, with balance held between each. The focus is on strengthening Hitler's control in each of **(a)**, **(b)** and **(c)**, and this should clearly emerge if high marks are to be awarded.

Analysis: For marks in the higher range there should be reference to both groups and a clearly focused indication of reasons for reduction/increase. [20]

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

- (a)** Narrative: A two-fold part, with possibly greater emphasis on the domestic policies of the 1930s, though much can be said on the government's formation earlier.

Analysis: Domestic issues only are relevant here. This is an unfamiliar area, and a degree of generosity may be appropriate.

- (b)** Narrative: NB Choice of three. Mark as a three-fold part. References need to be confined to the 1945–91 period.

Analysis: While not requiring specific detail on each election, for the award of marks in the higher range there should be specific focus on reasons for success. [20]

- 10** Narrative: A three-fold part, with **(b)** confined largely to the 1970s, but **(a)** requiring broader references throughout the 1949–91 period.

Analysis: For marks in the higher range the focus needs to be held on explanation, with references both within Germany and to the wider context. [20]

- 11** Narrative: Mark out of 14, reserving in the case of each of Rome and Maastricht at least 3 and no more than 4 marks.

Analysis: For marks in the higher range there should be a clear focus on the reasons for membership problems, not limited to those of Britain. [20]

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2012</b>	<b>2158</b>	<b>13</b>

### Section C: The Americas

- 12** Narrative: NB Choice of three. Mark as a three-fold part. References need to be confined to the 1920s.

Analysis: For marks in the higher range there should be balanced explanation rooted in the malaise of the Republican party and the circumstances assisting the Democrats. [20]

- 13** Narrative: A four-fold part. Permit a maximum of 4 and a minimum of 3 for each of **(a)**, **(b)**, **(c)** and **(d)**, to a maximum of 14. All references need to be confined to the 1930s.

Analysis: While not requiring detail of each election, for the award of marks in the higher range there should be specific focus on reasons for success; wartime circumstances will need due attention for 1940 and 1944. [20]

- 14** Narrative: NB Choice of three. Mark as a three-fold part. NB In **(c)** the date limitation to the 1960s and 1970s.

Analysis: NB Broad spread across two decades. For marks in the higher range there should be clear reference to and focus on 'far reaching change'. [20]

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

**(a)** Narrative: A two-fold part, with attention needed to both domestic and foreign issues for the award of high marks.

Analysis: For the award of marks in the higher range there needs to be attention to the earlier support and later opposition by the USA to Castro in the time frame given.

**(b)** Narrative: A two-fold part, with attention needed to both domestic and foreign issues for the award of high marks.

Analysis: For the award of marks in the higher range there needs to be attention to both opposition to Allende and support for Pinochet. [20]

- 16** Narrative: A two-fold part, home/abroad, though mark out of 14 if the two features are intermingled, while preserving the balance between them.

Analysis: For marks in the higher range there should be attention to both the 1980 and the 1984 election, with attention to the reasons for the outcome. [20]

<b>Page 5</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2012</b>	<b>2158</b>	<b>13</b>

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

- 17** Narrative: NB Choice of three. Mark as a three-fold part. Permit only modest background outside 1917.

Analysis: For marks in the higher range there should be attention given to both the wisdom and the lack of wisdom in Russia's continued war involvement in 1917. [20]

- 18** Narrative: A two-fold part, anticipating more material on **(b)** than on **(a)**. Political strategies will need attention in **(a)** and repressive policies, broadly based across the 1930s, in **(b)**.

Analysis: NB Focus on foreign policy only, but with coverage throughout the 1920s and 1930s (though greater attention should be anticipated on the latter). Marks in the higher range should be reserved for those who argue importance. [20]

- 19** Narrative: A three-fold part. Reserve high marks for those who give balanced treatment of all three leaders, detecting the particular approaches of each to the USSR.

Analysis: Here also marks in the higher range should be reserved for those who focus on the particular reasons in each country for Soviet opposition. [20]

- 20** Narrative: Mark out of 14, reserving no less than 3 and no more than 4 marks for the 1945 arrangements and with fair but not entire balance across the years from then to 1990.

Analysis: Reserve marks in the higher range for those who allude to earlier Church opposition as well as to the role of John Paul II; assessment throughout required. [20]

- 21** Narrative: Reserve 1 mark for each definition. The remaining 12 marks should be divided 6/6 or 5/7 or 7/5 between **(a)** and **(b)**.

For high marks there should be clear linkage effected between glasnost and perestroika and the policies pursued.

Analysis: Marks in the higher range should be reserved for those who examine both the role of the West and other factors in the USSR and neighbouring countries. [20]

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2012</b>	<b>2158</b>	<b>13</b>

### Section E: Africa and the Middle East

- 22** Narrative: A three-fold part, tensions/(a)/(b). The focus throughout should be on tensions and warfare between Israel and the Arab states; material concerning Britain and France in (b) should be viewed as background only.

Analysis: Britain, France, USA and USSR will come in at this point, though for marks in the higher range there should be competent assessment of the concerns of the latter two in particular. [20]

- 23** Narrative: Mark out of 14, anticipating a balanced description suitably focused on conflict across the two decades.

Analysis: For marks in the higher range there should be competent focus on 'extent' and reference both to Camp David and to the role of UNO. [20]

- 24** Narrative: A three-fold part, ensuring that for high marks there is a competent and informed focus on how each of (a), (b) and (c) contributed to the outbreak of the Civil War in 1967.

Analysis: For marks in the higher range there should be reference to the Nigerian government's strategies as well as to foreign assistance. [20]

- 25** Narrative: Mark out of 14, with balance across the period 1953–69.

Analysis: Reserve marks in the higher range for those who deal broadly with Rhodesia/Zimbabwe in the 1970s, and focus on reasons for violence in that decade. [20]

- 26** Narrative: A two-fold part, to be marked on an inflexible 6/8, permitting some modest background in (a), the more restricted area.

Analysis: Marks in the higher range should be reserved for those who consider French possessions broadly, both in the north and the west of Africa.

<b>Page 7</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2012</b>	<b>2158</b>	<b>13</b>

### Section F: Asia

- 27** Narrative: Mark out of 14 across the period of the 1920s and 1930s, with sharp focus on the growth of the Communist party. Reserve at least 3 and no more than 4 marks for specific references to problems faced by the party in these years.

Analysis: For marks in the higher range there should be a clear focus on the years 1946–49 and reference both to mistakes and effectiveness. [20]

- 28** Narrative: Mark out of 14, anticipating a generally balanced approach to the period 1941–45 and dealing with victories and defeats during these years.

Analysis: Marks in the higher range should be reserved for those who consider both the value of Japanese endeavour in the 1945–51 period as well as specific features of US help. [20]

- 29** Narrative: Mark out of 14, as the British response is likely to be closely entwined with the struggle for independence, but keep an approximately equal divide between the two aspects. Modest background before 1930 is permissible.

Analysis: Reserve marks in the higher range for those who balance wartime events with other issues after the war in leading to the 1947 independence. [20]

- 30** Narrative: NB Choice of three. Mark on a three-fold basis, with modest background permissible in each case. NB In **(b)** references must be post-1949.

Analysis: Marks in the higher range should be reserved for those who detect instances of rapprochement with other powers as well as a basically isolated stance in foreign affairs. [20]

- 31** Narrative: A two-fold part, with approximately equal balance between each of **(a)** and **(b)**.

Analysis: Reserve marks in the higher range for those who consider the value of his rule as well as the detraction from his authoritarianism. [20]