

HISTORY (MODERN WORLD AFFAIRS)

Paper 2134/01
Modern World Affairs

Key messages

Candidates should select questions where they can answer both parts of the question.

Candidates should avoid writing lengthy introductions to part **(a)** questions.

Candidates should explain both sides of a balanced answer to part **(b)** questions.

General comments

Candidates overall seemed to be well prepared for the examination, many demonstrating detailed knowledge on an admirable array of topics.

All candidates met the requirement to answer a question from Section A: International Relations and Developments. Few selected questions where they could only answer one part of the selected question effectively. A very small number of candidates did not complete their last answer. Some candidates wrote lengthy narratives where more time planning evaluative Part **(b)** answers would have benefited them. Candidates should take care when reading questions: Some candidates misread questions, for example, 1944 was read as 1939–44 (**Question 3**) and 'effect' was read as 'causes' (**Question 16**) by some.

Questions are divided into sections labelled part **(a)** and part **(b)**. Part **(a)** questions require candidates to construct historical narratives in answer to a knowledge-based question that requires them demonstrate sound and relevant factual knowledge

Successful candidates did this very well, using strong, appropriate, supported information to keep their answers relevant to the question. Less successful candidates made some attempt to use their knowledge to develop answers, but neglected to keep to the point or added lengthy descriptions that were not appropriate to the question. Many candidates responded to the question about Clemenceau's aims at Versailles with description of what the main three negotiators wanted and why. These additional details were only worthy of credit where they were used to inform a point about Clemenceau's aims. Rarely did candidates select questions about which they had limited knowledge or offer information not associated in any way with the requirements of the question. Where this happened, it was where they had confused the Treaty of Sevres with another of the treaties of the Peace of Paris (**1(b)**), or not applied knowledge of Stalin's industrial policy to war years (**17(a)**).

Part **(b)** questions require candidates to provide evaluative responses as they consider the given factor in a question and assess its importance relative to other factors selected from their knowledge of causes, effects, similarities or differences. Good answers considered both sides of the argument in a balanced way, accepting the given factor and then considering alternatives before reaching a conclusion. Most candidates explained the given factor in the context of the question, many offering evaluative comments that at least partially answered the question. Some candidates tried to address the question by pushing all the factors under the umbrella of the given factor. For example, in **12(b)**, some candidate saw the difficulties with banking, the loss of faith in financial markets and social displacement as all coming from unemployment. Fewer candidates than last year neglected to extract explanations from the narrative of the subject. Some still did. An example of this was in question **25(b)**: many candidates began by detailing the background to the Iran-Iraq War. They then usually went on to explain how every aspect was a failure for Iraq. Better answers were able to look at short term gains and longer term losses, thus earning a mark in a higher level. Few candidates described the given factor outside the requirements of the question.

Comments on specific questions

Section A

A significant number of candidates answered three questions from Section A.

Question 1

- (a) Good answers were able to explain both what Clemenceau wanted from the peace negotiations and why. Some candidates offered vague statements, for example, that he wanted a harsher treaty than Wilson. Rarely, this was offered with a specific aim in mind, for example, his preference that German foreign possessions should be added to the French empire to help overcome the costs of war and help to repay debts to America; or how this conflicted with Wilson's aim for self-determination and with Britain's aim to profit most from German trade. In these cases, as a supported comparison, credit was awarded for it.
- (b) Most candidates saw the lack of success in the events surrounding the Treaty of Sevres. Candidates were well prepared with details of the treaty and how it conflicted with Turkish aims. They could explain how and with what effect it was challenged. Some candidates saw success in the punishment of Turkey as an ally of Germany, stressing the importance of lands lost in the treaty. The strongest of these answers explained how far the Treaty of Sevres was undone by the Treaty of Lausanne, and, therefore, to what extent the Treaty of Sevres survived. The best responses also addressed the impact on the Middle East and drew evaluative comments from these, or considered the relative impacts of treaties on Greece.

Question 2

- (a) The strongest answers were seen where candidates accurately focused on the Council of the League of Nations. A very small number of candidates looked at Council's role comparing it to the other bodies of the League of Nations, looking at roles and ability to react to events. Less successful answers often consisted of simple facts about the Council, for example it organised the work of the League of Nations. Weaker answers were about the League of Nations, not drawing out any information specific to the Council.
- (b) Candidates who answered this question well were often those who were able to explain the impact of having no standing army on Britain's and France's armies, and therefore on British and French political will. The best answers exemplified this through an event, for example lack of will to apply effective sanctions for fear of losing trade with Italy during the Abyssinian crisis. They then went on to explain the impact of the USA not having a role in the League of Nations, for example in again making sanctions ineffective. Other factors that were well considered in the light of the question were the Depression, fear of a rising Hitler during the 1930s and the weakening state of the League of Nations as offended countries left it.

Question 3

- (a) From D-Day to the entry into Berlin, a small number of candidates were very knowledgeable about this topic, tracking German reactions to Allied military moves. Some candidates did not take note of the date and wrote about all aspects of World War II from the Phantom War to the entry into Berlin. Some included enough detail on the last point to earn a mark in the highest level.
- (b) Very clear answers to this question addressed Hitler's security early in the war that breaching the old alliance between Soviet Russia and Britain and France would hold both of those countries back from involvement against any military action in the east of Europe. Other factors effectively used to balance the answers included appeasement and the way it led Hitler to believe that Western Europe had no will to fight, and confidence in the strength of the German military and their tactics from events in Spain and Czechoslovakia.

Question 4

- (a) The strongest answers were detailed about the Soviet Union's role in Germany at the end of the war and its fears of losing its zone to countries it was no longer sure were allies. The needs of the Soviet Union for a buffer zone and for resources following a devastating war were well used to explain the Soviet Union's path through Eastern Europe. Some candidates spent time unnecessarily on setting the scene through the Potsdam and Yalta conferences.
- (b) Candidates answered this question well. Most who attempted it were able to consider what each of the Truman Doctrine and the Marshall Plan offered and how this had an impact on both the West and on the Soviet Union. Conclusions drawn about their relative effectiveness, or the ways in which the Soviet Union responded to each saw many candidates attain high marks.

Question 5

- (a) This question was answered well by candidates who had detailed knowledge to offer of the United Nations in the Congo, 1960-64. Candidates were able to describe all aspects of the UN role in the Congo Crisis, from the invitation to support the Congo, through UN Resolution 143, to its decision making and peace keeping roles. Candidates who answered this question usually added the impact of this role on the United Nations itself.
- (b) Not all candidates who chose to answer this question were as confident with Part (b) as they had been with Part (a). However, candidates who knew the structure and work of the United Nations answered this question well, evaluating the roles of each body.

Section B

Question 6

- (a) Very clear answers considered the timeline from votes cast for the Nazi Party, through the discussions and decisions of leaders of other political parties, to the Enabling Law. Many well-rounded answers were seen.
- (b) An unwillingness to challenge the question led many candidates to introduce their answer with the importance of the media in letting Germans know about everything. They then set the factors under the general media heading. They considered employment, opportunity, living space, pride in Germany, and optimism about Germany's place in the world, not as independent factors, but as part of the way that the media grew support for Hitler. The best answers took each factor separately and considered which group was attracted to Hitler's rule by it.

Question 7

- (a) Starting with descriptions of Mussolini's Corporate State through his use of military strength, to a focus on educating the young and making Italy self-sufficient, this question was well answered.
- (b) Stronger answers explained the strength in the relationship between Mussolini and the Catholic Church and exemplified it through the Lateran Treaty and the role the Catholic Church was afforded in education. These answers were then balanced by consideration of the Pope's opposition to Mussolini's policies against Jewish people and his expansionist policies. Some candidates were unable to offer a balanced answer, limiting their marks that could be awarded.

Question 8

There were too few answers to this question for analysis to be helpful.

Question 9

There were too few answers to this question for analysis to be helpful.

Question 10

There were too few answers to this question for analysis to be helpful.

Section C

Question 11

- (a) Most candidates who attempted this question showed understanding of the USA's unwillingness to allow unlimited immigration. The strongest answers considered each group who were seeking entry into the USA and the response that they received, with reasons. Weaker answers took all of those who were seeking entry as one group and listed reasons why they were denied entry.
- (b) Candidates usually offered a balanced answer to this question, being able to explain the strength of the new industries and the weakness of some older industries and agriculture.

Question 12

- (a) This was a question which appeared to be selected by some candidates more because of Part (b), as little knowledge of the Bonus Army was displayed. Mostly, candidates who answered well gave detailed narratives of the reasons for the march, the reception afforded to the marchers, events during the encampment and the impact on Hoover.
- (b) This was one of the questions where some candidates found it difficult to separate factors from each other. Weaker responses saw the difficulties with banking, the loss of faith in financial markets and social displacement as all coming from unemployment. Stronger answers considered each factor independently.

Question 13

There were too few answers to this question for analysis to be helpful.

Question 14

- (a) This was a very well answered question, candidates taking events in the Civil Rights Movement and describing Martin Luther King's role in them.
- (b) The date caused candidates difficulty, some going back to events earlier in the century in search of groups and individuals. Those who did produce a balanced answer did so from the Black Panthers and individual politicians who supported the movement.

Question 15

There were too few answers to this question for analysis to be helpful.

Section D

Question 16

- (a) The best answers offered detailed knowledge of internal controversies and international concerns that prompted the Civil War. Internal opposition to the Bolsheviks was taken from loss of land as Russia left the First World War, accepting the terms of the Treaty of Brest-Litovsk, discontent from the supporters of the Provisional Government, and from those who wanted a return to the monarchy.
- (b) Candidates answered this question well on the whole, offering answers about how Trotsky trained, armed and led the Red Army and the effectiveness of this, balanced by the disconnectedness of the White armies, the impact of War Communism in promoting acceptance of Lenin's rule and the impact of the death of the Tsar and the royal family.

Question 17

- (a) This was answered well by the candidates who were able to set the Five-Year Plans in the context of the Great Patriotic War, considering how the industries controlled were varied to meet war needs and how locations of heavy industries were moved out of the path of war.

- (b) Good answers could see two sides to this question and demonstrated the impact of the cult of personality on support for Stalin and also what actions Stalin took and what decisions he made that led to Russian success in the Great Patriotic War, and therefore, increased support from Russian people. Less successful responses described the cult of personality but failed to use their knowledge in the context of the question.

Question 18

There were too few answers to this question for analysis to be helpful.

Question 19

There were too few answers to this question for analysis to be helpful.

Question 20

There were too few answers to this question for analysis to be helpful.

Section E

Question 21

There were too few answers to this question for analysis to be helpful.

Question 22

There were too few answers to this question for analysis to be helpful.

Question 23

- (a) Candidates who selected this question knew their subject well and answered with understanding about the events that led to the declaration of the State of Israel.
- (b) Balanced answers to this question were the norm. Candidates were able to consider to some degree the reasons for Israel's strength, balancing the effect of this with disunity in the Arab world and the effects of this during the war.

Question 24

There were too few answers to this question for analysis to be helpful.

Question 25

There were too few answers to this question for analysis to be helpful.

Section F

Question 26

This was a consistently well-answered question attempted by a fairly large number of candidates.

- (a) The strongest answers considered the relationship between the CCP and the Guomindang from events where they acted with unity in the First United Front to events where they attempted to wipe each other out.
- (b) This was a question in which many candidates saw both sides of an argument to offer. Candidates were able to explain the effects of the popularity of the CCP and also the growing opposition to the Guomindang.

Question 27

There were too few answers to this question for analysis to be helpful.

Question 28

There were too few answers to this question for analysis to be helpful.

Question 29

- (a) This question attracted candidates who were knowledgeable about the subject. Candidates who selected this question were able to detail the demands of the Nehru Report, with reasons for them, and often with the effects on the Muslim League as well.
- (b) There were some very strong answers that found positives in the invitation to Muslims for a place in provincial government as long as they left the Muslim League. The negative pressures on Muslims during the period of Congress rule were well understood.

Question 30

There were too few answers to this question for analysis to be helpful.

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Key messages

Better responses were based on specific detail from the sources, with clear references to the source material provided.

General comments

Some candidates would have improved their responses by deploying their time more effectively between all the questions, rather than spending a large amount of the time available on the first question. However, only a very small number did not complete Question 5 effectively. It was also the case this year that fewer answers relied on large amounts of contextual knowledge without reference to the sources provided. In stronger responses candidates tended to use the question stem at the beginning of their answers, carefully named the source or sources by letter and, where necessary, used quotes from the sources for specific content.

Comments on specific questions

Question 1

The best answers responded to the cartoon having scrutinised it really carefully and spotted that the man in the water was not actually drowning. Some went on to explain that they thought Germany was trying to deceive Briand and Lloyd George. Many candidates realised that the man in the water represented Germany. Weaker answers used contextual knowledge and wrote about the Treaty of Versailles with little reference to the source.

Question 2

Many candidates were able to use source content to make contrasts and find similarities, although others would have benefited from supporting their comments with specific support from the two sources. The best answers explained their ideas and used phrases from the sources to support their answers. A small number went on to compare the opinions of the authors. Less successful responses made basic comments about similar views but then neglected to use the sources.

Question 3

This attracted a range of responses. Some candidates wrote good answers but did not engage with the issue of trust and instead based answers on reliability. The very best answers referred to 'trust' and 'lack of trust' and used specific content from the source to develop their arguments. They also went on to critique the tone of the source by picking out specific phrases to support their ideas. Weaker answers were based on contextual knowledge, without linking this to the question. Some missed the date of the source and used examples to challenge trust based on Hitler and other events relating to 1923 and beyond.

Question 4

This was quite well answered. Less successful answers described the source or missed the point that it was a German poster. Most realised that it was connected to the Ruhr and often went on to say it was to give a message to the world or France about the invasion. However, many used their contextual knowledge and realised that the poster was used to carry a message to the German people and that ultimately there was a

purpose for this. The very best answers put the message and/or purpose clearly into context and related this to clauses of the Treaty of Versailles.

Question 5

The strongest answers used specific phrases from the sources to support arguments about whether the Treaty was very bad, or good, for Germany. These answers used the source letter to identify each individual source included in the response. Also, some sources were used to both support and oppose the proposition in the question.

Weaker answers featured material about 'all sources', without offering support from individual ones. Some responses did not refer to the sources and used purely contextual knowledge to write about the Treaty of Versailles.

The marks available for source evaluation were rarely awarded. Some candidates evaluated the reliability of the sources but many tended to be in the form of assertions of bias or statements that primary sources are more reliable than secondary. The best evaluation often came from questioning the motives of the author. There were some good responses based on knowledge of Hitler's ideas and on an understanding of Marxism. Some developed evaluation occurred when candidates related the source to what really happened.