

MARK SCHEME for the May/June 2014 series

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 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 May/June 2014 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 – May/June 2014	2158	13

Section A: International Relations and Development

- 1** Narrative: Mark as a two-fold part, with high marks reserved for those whose references are full, relevant and precise.
- Analysis: Marks in the higher range should be reserved for those who consider features for and against the concept of not being treated fairly, thereby measuring the 'how far' of the question.
- 2** Narrative: Mark as a two-fold part, anticipating rather more on (b) than on (a) and requiring full and precise references for high marks.
- Analysis: This can be argued both ways. The late entry into war and the diversion into Greece and North Africa show an unsteady relationship, but Hitler was supportive after Mussolini's fall from power. Marks in the higher range should be reserved for those who develop answers along these lines.
- 3** Narrative: Mark as a four-fold part, ensuring for high marks that there is suitable focus and information on each in the context of UNO's 'purpose and work'.
- Analysis: References will need to be made to League weaknesses for a viable contrast to emerge, but the weight of the answer should be on how far UNO's structure was framed to avoid earlier problems. Marks in the higher range should be reserved for those who develop an answer along these lines.
- 4** Narrative: Mark out of 14, anticipating fair balance between the two decades and for high marks requiring specific focus on the 'involvement' of foreign countries, though these are limited to France and USA.
- Analysis: Marks in the higher range should be reserved for those who consider failing military endeavour in Vietnam and also widespread unpopularity from within the USA and from other countries.
- 5** Narrative: The reduction in tension was more pronounced towards the end of the 1980s than at its start. Anticipate a generally balanced survey of the decade, with progress towards ending Cold War tensions. Best marked out of 14 along these lines.
- Analysis: The high cost of armaments was an increasingly vital issue, especially for the USSR. While this should be fundamental to an answer, candidates may also cite the assertive policy of the USA under Reagan, and to a lesser extent Bush. On the other side are the East European problems of the USSR. Marks in the higher range should be reserved for those who develop an answer thus.

Page 3	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	2158	13

Section B: Western Europe

- 6** Narrative: Mark out of 14 for the period of Hitler's life covering 1923–33, anticipating more on the period 1929–33 than on the few years before that, but expecting also competent coverage of the earlier putsch.
- Analysis: Marks in the higher range will require specific reference to events in 1933–34, with focus on Hitler's increasing power during those two years.
- 7** Narrative: Mark out of 14, anticipating fair balance across the 1925–39 period. There is much that can be developed in this context: the corporate state is fundamental, but public works, youth, the church, *dopolavoro* also play an important part in Mussolini's domestic policies.
- Analysis: Support for Mussolini can be argued usefully by an informed candidate. Marks in the higher range should be reserved for those who consider the populist nature of much that fascism offered, while not neglecting the methods of control and violence that also underlay it.
- 8** Narrative: Mark as a three-fold part, with high marks reserved for those who contextualise their three choices into the history of Spain in the 1930s.
- Analysis: Reserve marks in the higher range for those who bring to their answers the comparative strength of Nationalist forces and the foreign assistance they secured, contrasted with the less effective fighting and approaches of the Republican side.
- 9** Either
- (a) Narrative: Mark out of 14, not anticipating much attention to the late 1920s, though 1929–31, as 1918–24, are more vital times of development.
- Analysis: Reserve marks in the higher range for those who consider the divisions and uncertainties of the Liberal party and the competition it faced from the Labour party's increasing strength.
- Or
- (b) Narrative: Mark out of 14, anticipating fair balance across the years 1951–64 and noting the restriction to domestic work.
- Analysis: Reserve marks in the higher range for those who consider the general malaise in the Conservative party in the mid-1960s and the comparative strength of Labour opposition at that time.

Page 4	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	2158	13

10 Narrative: Mark on a three-fold basis, reserving high marks for those who integrate the three features into the concept of the development of closer union in Western Europe.

Analysis: It would be acceptable for the potential British entry to loom large here. But Norway, Denmark and Ireland were also applicants and for marks in the higher range there should be scope wider than Britain alone.

Section C: The Americas

11 Narrative: Mark on a three-fold basis. In (a) reward well those who look more broadly than prejudice just against blacks; in all three there is scope for considering the relevance they have across the 1920s.

Analysis: Here also the scope can be fairly wide across the 1920s. Reserve marks in the higher range for those who consider the economic troubles that many Americans experienced as well as the benefits of increased, if ill-based, affluence.

12 Narrative: The question essentially requires a competent survey of the New Deal legislation and should be marked out of 14, rewarding well those who evince progress from depression to recovery in their survey of the legislation.

Analysis: Marks in the higher range should be reserved for those who consider the case both for and against Hoover in his approaches as president.

13 Either

(a) Narrative: Mark out of 14, with main attention anticipated on his times in power.

Analysis: The answer is essentially positive and candidates who approach their assessment of Eva Peron thus should be duly rewarded for the supportive evidence they muster. Those who justify a less favourable judgement should also be credited for relevant material.

Or

(b) Narrative: Mark out of 14, anticipating in such a long period that attention will be given to focal points in the country's history rather than complete coverage.

Analysis: A positive response is likely and those who argue a convincing case with accurate support should be well rewarded. However, credit should also be given to those who bring helpful material to bear in support of the Brazilian governments.

14 Narrative: Mark on a three-fold basis, reserving high marks for those who integrate their answers into the context of the USA during the 1950s and 1960s.

Analysis: The 1970s and 1980s were times of consolidation after the earlier period of greater activity in race relations. Many may argue thus while also citing continuing friction, notably in cities. High marks should be reserved for those who focus well on the subject and bring accurate evidence to bear.

Page 5	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	2158	13

15 Narrative: Mark out of 14, anticipating for high marks accurate references to the key players in these two years and also accurate references to the various legal moves.

Analysis: Marks in the higher range should be reserved for those who indicate both the unfavourable legacy that Ford inherited as well as, arguably, his own shortcomings for the role of president.

Section D: The Soviet Union and Eastern Europe

16 Narrative: Mark on a two-fold basis, anticipating balanced treatment in both (a) and (b) and noting the dates in (b). High marks should be reserved for those who furnish precise references in their answers.

Analysis: Reserve marks in the higher range for those who note and develop the two aspects of the question, argued with appropriate support and references.

17 Narrative: Mark out of 14, anticipating more on the 1930s than on the 1920s, though for high marks there should be good focus throughout on domestic policies, furnished with precise, supportive references.

Analysis: Note the focus on foreign policies and reward best those who develop this theme with appropriate argument and supportive references on the extent to which Stalin deserves the description 'effective leader'.

18 Narrative: Mark on a three-fold basis, anticipating good factual coverage in a Second World War setting for the award of high marks.

Analysis: While candidates might, with justification, trace the military events of the last two years of the war in this connection, highest reward should be given to those who focus on the reasons for the comparatively slow progress, which will to an extent involve examination of the strength of their opposition in the eastern theatre of the war.

19 Narrative: Mark as a three-fold part, ensuring for high marks a good integration into the 'history of Czechoslovakia'.

Analysis: For marks in the higher range there should be a focus on events in Eastern Europe, with particular reference to their impact in Czechoslovakia.

20 Narrative: Mark on a three-fold basis, with high marks reserved for those who bring precise information to bear in each of the three areas.

Analysis: The weight of the answer needs to be on the totalitarian nature of Khrushchev's rule, but marks in the higher range should be reserved for those who balance this with indications of a lessening of former severities, thereby measuring 'extent'.

Page 6	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	2158	13

Section E: Africa and the Middle East

- 21 Narrative:** Mark on a two-fold basis: (a) will involve reference also to relations with other powers, while (b) is more restricted to Turkey itself. In spite of the disparity in the length of each period, there is a balance of material between the two parts and this should be reflected in the work of candidates securing high marks.
- Analysis:** This can be argued both ways and marks in the higher range should be reserved for those who indicate both shortcomings (especially in his style of rule) as well as achievements rendering him a man likely to be held in high regard.
- 22 Narrative:** Mark out of 14. For high marks there should be reference to both 1955 and 1956, but anticipate rather less on the former. Events need not be restricted to the Middle East, as great power diplomacy is of distinct significance in the unfolding of the Suez crisis.
- Analysis:** The countries concerned are Israel, Britain and France, but permit USA and USSR as background material. Require for high marks balanced and informed references to each, with suitable focus on 'how satisfactory' the settlement was for them.
- 23 Narrative:** Mark on a two-fold basis, anticipating fair balance between the requirements of the two parts. In (a), events need not be limited to the Gold Coast, as British government policy was of significance here.
- Analysis:** A series of military coups began with the overthrow of Nkrumah in 1966 and the names of Kofi Busia, Acheampong, Akuffo, Rawlings are associated with further coups. Marks in the higher range should be reserved for those who pinpoint reasons for the coups against an informed background.
- 24 Narrative:** Mark on a three-fold basis, with fair balance anticipated between the chosen three. The link needs to be held throughout to Southern Rhodesia.
- Analysis:** Reserve marks in the higher range to those who balance material between the extended diplomacy on the issue and the varied difficulties of unseating the established Smith government. Focus needs to be held on 'why' throughout, developed on an informed background.
- 25 Narrative:** Mark out of 14. A narrative of the 1960s will of its nature reflect the given quote, but for high marks there should be specific references to it, and balance held throughout the decade.
- Analysis:** Marks in the higher range should be reserved for those who indicate progress by the Nigerian government in the 1970s in overcoming earlier tribal problems. The weight of the answer should be on the achievements, but there should also be reference to the earlier tribal impediments as contrast.

Page 7	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – May/June 2014	2158	13

Section F: Asia

- 26 Narrative:** Mark out of 14, anticipating balanced coverage over the 1918–35 period. High marks should be reserved for those who display good knowledge of Mao in the context of China in these years.
- Analysis:** Marks in the higher range should be reserved for those who indicate both communist and nationalist approaches to the issues of China in the 1930s and who focus on 'why' the policy of collaboration failed, set in this context.
- 27 Narrative:** Mark on a three-fold basis, anticipating for high marks a suitable context in the history of Japan in the post-war years.
- Analysis:** For marks in the higher range there should be reference both to localised 'good relations' and, especially given the war's legacy, the lack of them.
- 28 Narrative:** Mark on a two-fold basis. The scope of each is wide, by virtue of their nature and also the forty years or so covered by the question. Material may therefore be selectively presented, but should certainly indicate the changed pattern in these years.
- Analysis:** The weight of the answer should lie in the latter years, with high marks reserved for those who provide an assessment of the degree of totalitarianism still existing.
- 29 Narrative:** The period 1935–47 is a fairly balanced and a distinctly packed period in the sub-continent's history. Reserve high marks for those who bring precision and balance to their references, marking this part out of 14.
- Analysis:** The period from 1947 to the early 1970s is underlain by friction between India and Pakistan and answers may well focus on specific instances rather than develop as a consistent narrative; the secession of Bangladesh may well form a suitable terminal point in an answer along these lines.
- 30 Narrative:** Mark on a two-fold basis, noting that in both cases the focus needs to be on Sukarno's leadership. For high marks there should be answers thus focused.
- Analysis:** The case against Sukarno in this respect is a strong one, the 'guided democracy' he introduced being little more than a facade for dictatorship. Nevertheless, those who detect an absence of totalitarianism should be duly rewarded, provided their references are significant.