



MARKSCHEME

November 2001

HISTORY

**Higher Level
and
Standard Level**

Paper 2

Notes on Individual Questions

These notes must be read in conjunction with the current mark bands.

Topic 1: Causes, practices and effects of war

1. To what extent was Germany responsible for *either* the First World War *or* the Second World War?

Candidates need to explain in what ways Germany was responsible for their chosen war, then briefly consider other causes and finally reach a conclusion as to what extent Germany should accept responsibility.

For the First World War the following could be assessed in relation to Germany: Bismarck's alliances; William II's ambitions and policies; alliance with, and "blank cheque" to, Austria. Other causes or countries responsible could be: Austria; imperialism; Triple Entente of Russia, France and Britain – but note Germany's part in these developments.

For the Second World War candidates could assess critically and in detail Hitler's policies and weigh them in relation to Versailles and appeasement.

[8 to 10 marks] for a narrative of causes with implicit assessment of Germany's responsibility.

[11 to 13 marks] for better details and explicit assessment of responsibility.

[14 to 16 marks] for a structured, analytical essay focused on Germany's responsibility.

[17+ marks] for the above plus perhaps different interpretations or evidence of wide reading.

2. In what ways did developments in weapons and tactics change the nature of warfare during the twentieth century?

This question requires candidates to consider how twentieth century technical advances in the development in weapons and the means of delivering and using them changed the nature of warfare. Weapons and tactics are of course connected and could legitimately be tackled together.

The twentieth century saw changes from fighting on foot and on horse back and on sea, to the use of tanks and armoured vehicles on land, submarines under water and fighting in and from the air. Probably the greatest change in weaponry was the invention of the atom bomb followed by missile development. It could also be argued that atomic warfare and the fear of it has led to more emphasis on guerrilla warfare and limited wars.

[8 to 10 marks] for a descriptive answer referring to some developments.

[11 to 13 marks] for more detail and better focus on weapons and tactics.

[14 to 16+ marks] for a structured answer which assesses the developments and explains how they led to changes in the nature of warfare.

3. Assess the successes and failures of *one* treaty or post-war settlement.

The selected treaty must be one to end a war and the settlement must be the conditions imposed to end military combat. No doubt the Treaty of Versailles will be a popular choice, and it would be permissible to include all the post-war treaties of the 1914–1918 war as a settlement. Successes would include if the territorial changes proved workable, if bitterness was eradicated, if winners and losers returned to peacetime conditions quickly and if the peace held. Failure would include another war, general dissatisfaction and continuing unrest and hostility. The perception of the treaty as fair or unfair would also be important. Successes for Versailles could include the application (albeit selectively) of self-determination, incorporation of the principles of collective security (covenant, prologue) of the League of Nations. Most candidates will however emphasise its failures including the Second World War, Hitler and the Nazis.

[8 to 10 marks] for a narrative of a treaty with implicit successes and failures.

[11 to 13 marks] for focus on successes and failures.

[14 to 16 marks] for good factual knowledge and analysis of successes and failures.

[17+ marks] for structure, analysis, balance and perhaps different interpretations.

4. For what reasons, and with what results, was there a civil war *either* in China between 1946 and 1949, *or* in Spain between 1936 and 1939?

Which ever country is chosen candidates need to explain the causes and results but they do not need to recount the course of the war. For China the long term situation with the 1911 Revolution which overthrew the Manchu dynasty, continuing unrest, warlordism, Chiang-Kai-shek, Mao Tse-tung and the rise of the Communist party could all be made relevant. The result was the success of Mao and a one party Communist state. For Spain candidates could analyse the political, social, economic and religious problems in a divided and polarised state in the early twentieth century with the immediate cause, the military revolt of army commanders in mainland Spain and Spanish Morocco. Results were Franco's victory and dictatorship, but democratic constitutional monarchy at Franco's death.

[8 to 10 marks] for a narrative account of causes and results.

[11 to 13 marks] for assessment within the factual explanation of causes and results.

[14 to 16 marks] for focus on and analysis of causes and results.

[17+ marks] for perceptive insight or different interpretations or historiographical knowledge.

5. To what extent have wars brought about social changes? Use evidence from at least *two* wars each chosen from a different region.

Social change could include gender issues, for example how wars gave women the franchise and more and different employment, the situation caused by the death of a high proportion of a male generation *e.g.* in the First World War, changes to family life or to religious issues, effects on entertainment, sport, education *etc.* Be liberal in allowing different parts of the same war in two regions, *e.g.* the Second World War in Europe and in Asia.

[7 marks and under] for a very general account with no specific evidence.

[8 to 10 marks] for a narrative or descriptive answer with implicit explanation of change.

[11 to 13 marks] for specific details from two regions with explicit comments on change.

[14 to 16+ marks] a structured, focused, analytical explanation of war and social changes.

Topic 2: Nationalist and independence movements, decolonisation and challenges facing new states

6. For what reasons, and with what results, did colonialism weaken in the first half of the twentieth century?

This is a general question in that candidates are not specifically asked to give examples from a certain number of states, but if no specific countries are mentioned they are unlikely to score very highly.

Reasons for the weakening of colonial powers could include both world wars, which drained the resources of colonial powers such as France and Britain, gave confidence and resolve to peoples seeking independence who realised their own worth by fighting and saw their colonial powers suffering, especially in WW2 at the hands of non Europeans. Additionally better education and development fanned the demands for independence, and nationalism increased its support. Results could cover the growth of independence movements, the increasing use of direct action, and the beginning of the granting of independence. Some of the states that were granted independence before 1950 were India, Pakistan, Burma, Ceylon, Syria, Indonesia.

[8 to 10 marks] for general reasons and results with little specificity.

[11 to 13 marks] for better focus and more specific examples.

[14 to 16+ marks] for a well structured, argued, analytical essay, focused on reasons and results.

7. Evaluate the successes and failures of one African or Asian independence movement.

Evaluate suggests that the reasons for the successes and failures of the chosen independence movement must be explained and evaluated, not just stated as facts. Successes would include being given independence, how it was achieved, and the situation after independence. Failure would be the non attainment of independence, war, disorder, economic ruin *etc.* Specific details and assessment will depend on the independence movement chosen, which must be against a recognised colonial power.

[8 to 10 marks] for a narrative account of the movement with implicit evaluation.

[11 to 13 marks] for adequate detail and explicit evaluation.

[14 to 16 marks] for a structured analytical answer focused on successes and failures.

[17+ marks] for insight into the difficulties or different interpretations.

8. What political and social problems faced *one* of the following new states, and to what extent were they overcome?

Select *one* only.

(a) **Algeria 1962–1965**

(b) **Ghana 1957–1969**

(c) **India 1947–1964.**

Political problems suggests the formation of a government, constitution, political ideology (for example democracy or one party state) the part played by political parties and the head of state, the political maturity or lack of political awareness of the population and perhaps relations with the former colonial master. A smooth running government will mean success and instability, frequent changes, perhaps violence will indicate failure. Social problems would cover poverty, healthcare, education, employment religion *etc.* An improvement in lifestyles would indicate success. Actual material used as evidence will depend on the country chosen.

[8 to 10 marks] for a narrative account with implicit focus on the problems.

[11 to 13 marks] for better focus on the separate issues of political and social problems and their solutions.

[14 to 16 marks] for a structured answer which differentiates between the issues and analyses them.

[17+ marks] for in-depth analysis or different interpretations.

9. Assess the effects of independence on the lives of women in *two* new former colonial states, each chosen from a different region.

Areas to consider are: social position; life-style; political status; access to education and health care; employment prospects. The effects of independence could of course be beneficial or detrimental, and specific evidence and assessment will depend on the countries chosen. Only candidates who have undertaken case studies on this subject should tackle this question.

[8 to 10 marks] for a narrative/ descriptive account with implicit assessment of effects.

[11 to 13 marks] for explicit assessment of effects.

[14 to 16 + marks] for an analytical structured essay based on accurate specific evidence.

If only one region or one new state is used mark out of *[12]*.

10. Analyse the form of government after independence *either* in Indonesia *or* in Kenya, and assess how far it has satisfied the needs of its peoples.

The form of government suggests whether it was democratic, multi party, totalitarian *etc.*, the extent of the franchise and the nature of local government. An analysis should provide an answer as to its suitability. How the system has developed and its functioning should indicate how it has and has not responded to the population's needs and aspirations.

Indonesia obtained independence in 1949 as a unitary state (with 1945 constitution) but by 1957 parliamentary democracy had given way to semi-dictatorship. Problems, demands for more democracy, clashes and military intervention have continued.

Kenya obtained independence in 1963, and became a republic under the presidency of Kenyatta (1964) who tried to combat tribalism by a centralised constitution. Kenyatta's death in 1978 was followed by unrest. In 1991 Moi agreed to end single-party politics.

[8 to 10 marks] for a narrative account of the chosen country with implicit analysis of its form of government.

[11 to 13 marks] for better focus on and explicit analysis of the form of government.

[14 to 16+ marks] for explicit analysis on the form of government and its success of, or failure in satisfying the population's needs.

Topic 3: The rise and rule of single-party states

11. Select the ruler of *one* single-party state and assess

(a) the conditions of the previous regime which the ruler replaced

and

(b) the nature of the support which helped the ruler to obtain power.

Conditions might be: repressive; dictatorial; colonial; undemocratic; ravaged by war; poverty stricken; unstable; *etc.* Support could cover: ideological; personal; political; from enemies of the present regime; religious. Specific details and assessment will depend on the ruler selected. Hitler, Lenin, Peron, Mao and Castro will probably be popular choices and candidates should know them well. Do not penalise candidates who do not divide their answers into two sections, but it is hoped that they will take advantage of the wording which is intended to help them focus.

[8 to 10 marks] for a narrative with at least implicit attention to conditions and support.

[11 to 13 marks] for answers which address conditions and support satisfactorily.

[14 to 16 marks] for a clear structure and analysis of conditions and support.

[17+ marks] for in-depth analysis, balance and/or different interpretations.

12. Compare and contrast the domestic policies of *two* of the following: Peron in Argentina; Mao in China; Mussolini in Italy.

Domestic policy includes: social issues; trade and industry; employment and unemployment; agriculture; law and order; politics and treatment of opposition; education; health care; religion; taxation – and no doubt other matters. Candidates will probably only select some of the above. Comparative structuring has improved, and many will now use it.

[8 marks] cannot be reached if only one ruler is used.

[8 to 10 marks] for two end-on accounts with some linkage.

[11 to 13 marks] for end-on accounts with good linkage *e.g.* much cross referencing, or a basic structured answer.

[14 to 16 + marks] for a comparative structure with relevant adequate/good specific evidence.

[17+ marks] for in-depth, perceptive comparison.

13. For what reasons, and with what results, did *two* of the following have an impact on world affairs: Castro; Hitler; Stalin?

Reasons for Castro could include: location close to USA; as a Communist allied to USSR; the Cold War and Missile crisis; results could include Cold War development; aid to nationalist/socialist movements in Latin America, Africa.

Reasons for Hitler: Nazi policies inside and outside Germany, especially anti-Semitism and lebensraum; results, World War Two.

Reasons for Stalin, Communism, and wish to spread it, results in World War Two and Cold War.

As two rulers must be considered, candidates must be selective and concise. If only one is tackled mark out of **[12]**.

[8 to 10 marks] for a narrative with implicit reasons and results.

[11 to 13 marks] for better focus on reasons and results.

[14 to 16 marks] for structure on reasons and results and an analytical response to them.

[17 marks] for balance and an awareness of different interpretations.

14. Analyse the appeal of *either* communism *or* fascism for the rulers of single-party states.

The chosen ideology should be defined and explained and its apparent benefits as perceived by rulers who adopted it should be examined. Both were in some or all aspects totalitarian in nature, giving the ruler power over the state in spite of the communist claim to equality. Specific examples must be given for a satisfactory mark. No doubt Lenin, Stalin and Mao will be used as communist examples and Hitler, Mussolini, Franco and perhaps Peron for Fascist rulers.

[8 to 10 marks] for a narrative of one or two rulers with implicit focus on appeal, or a rather general description of either communism or fascism mentioning a name or two.

[11 to 13 marks] for better focus on the appeal of the chosen ideology in relation to rulers.

[14 to 16 marks] for a response structured on different aspects of appeal.

[17+ marks] for excellent synthesis of the appeal of the ideology for specific rulers.

15. In what ways, and for what reasons, are the arts affected by the regimes in single-party states?

Positive effects could be funding and patronage. Negative effects could include censorship, propaganda, persecution, banishment, imprisonment of artists and performers. The arts would cover all forms of written, pictorial and performing arts.

In what ways means the form and nature of the artistic works, and for what reasons demands an explanation of the motives of the rulers or governments.

[8 to 10 marks] for a narrative/descriptive answer with implicit ways and reasons.

[11 to 13 marks] for better focus on and explanation of ways and reasons.

[14 to 16+ marks] for a focused analytical approach to ways and reasons with adequate specific examples.

Topic 4: The establishment and work of international organisations

16. “The pursuit of national interests hindered the work of the League of Nations and prevented its success between 1919 and 1939.” To what extent do you agree with this judgement?

National interests could include failure to join *e.g.* USA; the policies of France and Britain especially in relation to appeasement and their lack of support for firm sanctions; withdrawal of states when they did not agree with policies *e.g.* Germany, Japan; ignoring the League, *e.g.* Germany, Japan; negotiating treaties and agreement outside the League. To what extent indicates that candidates must pass judgement and briefly indicate other reasons for failure.

[8 to 10 marks] for a narrative of the League with implicit judgement.

[11 to 13 marks] for better focus on national interests and some assessment.

[14 to 16 marks] an analytical and focused approach to national interests and consideration of to what extent.

[17 + marks] for balance and different interpretations.

17. In what ways, and with what success, have regional organisations helped trade?

Regional organisations such as the EU, OPEC, OAU and OAS would be suitable choices. The question requires the selected organisations (no set number is stated but at least two should be considered) for their methods and overall success in facilitating trade. Specific details are essential for a good mark.

[8 to 10 marks] for a narrative account with implicit assessment.

[11 to 13 marks] for better structure and more explicit assessment.

[14 to 16+ marks] for a structured answer which treats ways and extent analytically.

18. To what extent were twentieth century international organisations founded by those who wished to benefit themselves rather than to help others?

This is a question designed to promote thoughtful discussion about the motives, aims and policies of the founders of international organisations. It would be legitimate to use the League of Nations and the United Nations as examples and to challenge the question.

[8 to 10 marks] for a narrative of the foundation of one in detail or two with less detail.

[11 to 13 marks] for explanation of the aims and motives of the founders.

[14 to 16 marks] for an answer focused on aims and motives which includes assessment.

[17+ marks] for in-depth analysis including “to what extent”.

19. Evaluate the attempts of at least *two* organisations to eradicate [wipe out] poverty.

The question demands an assessment of the social policies of at least two organisations, that is how, and with what success and/or failure, they have combated poverty worldwide. It would be relevant to include the factors beyond their control that have hindered their work. The League and the United Nations and their specialised agencies would provide suitable material.

[8 to 10 marks] for a descriptive account of two organisations with implicit evaluation

[11 to 13 marks] for better structure and explicit evaluation

[14 to 16+ marks] for good focus, structure and specific detail well evaluated. If only one organisation is used mark out of *[12]*.

20. To what extent was the absence of a “major war” in the period 1945 to 1990 due to the efforts of the United Nations?

An assessment of the peace-keeping forces of the United Nations is required. Their work in such areas as Syria, Cyprus, Lebanon, India, Pakistan, Israel *etc.* could be considered. Candidates could consider that the UN peace keeping was a failure, and they could also cite the war in Korea, but they must assess the UN efforts before going on to other reasons for the absence of a major war. Of course some might deny that there was no major war.

[8 to 10 marks] for a narrative with implicit explanation for the absence of a major war.

[11 to 13 marks] for better focus on, and assessment of, UN peace-keeping.

[14 to 16+ marks] for structure, focus on UN efforts and consideration of other factors responsible for the absence of a major war.

Topic 5: The Cold War

21. To what extent can any *one* country be blamed for the onset [beginning] of the Cold War?

Candidates will probably discuss the part played by the USSR and the USA in causing the Cold War. They could also discuss Britain in relation to the war time conferences and Churchill's "iron curtain" speech, and the situation in Germany. There is of course no clear or correct answer. Intelligent unbiased analysis of the origin of the Cold War should be rewarded highly, as long as blame has been considered but not necessarily allocated to one country. Note "onset". Candidates need not go beyond say 1950.

[8 to 10 marks] for a narrative of the early years with implicit blame.

[11 to 13 marks] with better focus and assessment of blame.

[14 to 16 marks] for good focus, structure and analysis of blame.

[17+ marks] for different interpretations of who was to blame.

22. Account for the foundation of NATO and the Warsaw Pact and assess their importance in the development of the Cold War.

The North Atlantic Treaty Organisation was signed in Washington by the foreign ministers of Belgium, Britain, Canada, Denmark, France, Iceland, Italy, Netherlands, Norway, Portugal and the USA on 4 April 1949. It was formed for mutual assistance should any member be attacked. It was formed largely as a result of the Berlin blockade and deteriorating East West relations. The Warsaw Pact was signed by Eastern Block countries on 14 May 1955 largely as a response to the Federal Republic of Germany joining NATO and the withdrawal of occupation forces from Austria. It tightened the grip of USSR on the Eastern Block and both organisations represented a hardening of attitudes of both sides.

[8 to 10 marks] for a narrative of their foundations.

[11 to 13 marks] for reasons for their foundations and some explanation for them.

[14 to 16 marks] for a structured essay addressing reasons for foundation and their importance in the Cold War.

[17+ marks] for balance and perhaps different interpretations.

23. “Propaganda was an essential tool used by both sides in the Cold War”. To what extent do you agree with this judgement?

Posters, radio, films, the arts, the press and media would all be relevant. Candidates should explain both how they were used and how important they were. Specific details are essential for a satisfactory to good mark

[8 to 10 marks] for a descriptive answer with implicit assessment of essential tool.

[11 to 13 marks] for explicit assessment of specific examples.

[14 to 16 marks] for good explicit examples carefully evaluated.

[17+ marks] for careful consideration of to what extent as well as the other qualities.

24. Analyse the role of China in the Cold War.

Some of the following points could be considered and explained: China’s importance as a large communist country; relations with both the USA and the West; and with the USSR; Vietnam; spheres of interest; aid to developing countries.

[8 to 10 marks] for a narrative of some of the above with comments.

[11 to 13 marks] for better factual detail and explicit assessment of China’s role.

[14 to 16+ marks] for an essay focused and structured around China’s role, with analysis.

25. When, and for what reasons, was there danger of the Cold War escalating into [becoming] a third World War?

No doubt the atomic bomb and the Cuban missile crisis will feature, but Berlin, Korea and Vietnam could be analysed for their dangers. Essays could express personal views and it presents an opportunity for thinking candidates to write an original essay.

[8 to 10 marks] for a narrative of one or more danger points.

[11 to 13 marks] for better judgement and assessment of danger.

[14 to 16 marks] for a combination of specific potential explosive situations and analysis of why they were so dangerous.

[17+ marks] for an awareness of different interpretations of the danger of a third World War.

Topic 6: The state and its relationship with religion and with minorities

26. Account for the persecution of religious groups in *two* countries, each chosen from a different region.

Candidates need to give reasons for the persecution of the various religious groups in the two countries that they have chosen. There could be one or several different religions being persecuted, and they do not have to be minorities, though most probably will be. These reasons could be political, economic, religious *etc.* No doubt the Jews in Nazi Germany will be a popular choice for one country.

[8 to 10 marks] for a narrative account of two countries.

[11 to 13 marks] for an explanation of why the religious groups were persecuted.

[14 to 16+ marks] for a focused, structured, analytical explanation of the persecution.

If only one country or one region is addressed mark out of *[12]*.

27. For what reasons, and with what results, have some religious minorities been assimilated [absorbed] into the everyday life of the state?

Reasons could be to avoid disturbance, to obtain support or votes, economic, pressure from outside, philanthropic, *etc.* Results could include peace, improved conditions for the minority, loss of identity.

[7 marks] and below for vague assertions.

[8 to 10 marks] for a narrative with implicit reasons and results.

[11 to 13 marks] for better focus on reasons and results.

[14 to 16+ marks] for good specific examples and analysis of reasons and results.

28. Select *two* minorities and assess the difficulties each has faced since 1945.

The minorities can be either ethnic or religious, or one of each. Candidates should account for their problems/persecution, explain the nature of the difficulties and assess the effects on the minorities.

[7 marks] and below for an account with no specific evidence.

[8 to 10 marks] for a narrative account with implicit assessment.

[11 to 13 marks] for some explicit assessment.

[14 to 16+ marks] for good specific evidence and assessment.

29. In what ways have the lives of *one* ethnic minority been affected throughout the twentieth century?

Candidates should trace the treatment of their selected ethnic minority throughout the twentieth century and show how the treatment changed for good or evil, and thus how the lives of the minority improved or worsened. Specific laws and government policies should be explained. A popular choice could be Black Americans.

[8 to 10 marks] for a narrative account with implicit change.

[11 to 13 marks] for better focus and emphasis on the effects on the minority's lives.

[14 to 16+ marks] for a structured analytical essay with good specific evidence.

30. What actions have been taken by governments to abolish discrimination against minorities? How successful have these actions been?

Positive actions by governments such as laws, financial aid and incentives, education, work training, social measures and benefits would all be relevant and should be analysed for their success and/or failure. No number of governments are stated but probably at least two should be included. Specific evidence in detail will result in good marks.

[7 marks] and under for vague assertions about unnamed governments.

[8 to 10 marks] for a narrative account with implicit success.

[11 to 13 marks] for more defined actions and their success.

[14 to 16+ marks] for an answer structured around government actions and analysis of their success.
