



# **MARKSCHEME**

**November 2005**

**HISTORY**

**Higher Level and Standard Level**

**Paper 2**

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**Topic 1: Causes, practices and effects of war**

**1. Account for *either* the defeat of the Central Powers in the First World War *or* the Axis powers in the Second World War.**

A thematic approach could be adopted – covering issues such as political/geopolitical/economic/military/diplomatic problems/errors *etc.* which worked against the losing states.

For the First World War – failed military strategies (*e.g.* Schlieffen Plan, U-boat warfare); strains of a war of attrition; diplomatic failures which pulled in the USA in 1917; geopolitical/geographical advantages of the Allied powers from the outset; impact of shortages (food, raw materials due to Allied blockade); the appeal/influence of self-determination *e.g.* on Austria-Hungary’s multi-ethnic population; appeal of socialism especially after 1917.

For the Second World War – military errors (specific examples needed)/over-extension of efforts in the case of all Axis powers (examples needed); weak economic performance in comparison to the Allies especially after entry of USSR and USA; resistance due to exploitation of conquered populations.

The defeat of the Central/Axis powers may also be seen as due to superior Allied diplomacy/strategy/weapons and technology-land, sea, air.

Responses should go beyond coverage of only one state (Germany) in either case.

**[0 to 7 marks]** for general narratives of one war.

**[8 to 10 marks]** for narrative/descriptive answers with implicit assessment.

**[11 to 13 marks]** for more explicit accounting and assessment.

**[14 to 16 marks]** for focused, analytical and structured answers which identify types of reasons for defeat – possibly in a thematic manner. Not all aspects may be covered.

**[17+ marks]** for answers which identify the main reasons for defeat, providing specific details of problems/errors of the defeated side and advantages/strategies of the victors.

**2. To what extent do you agree with the view that war accelerates social change?**

The question emphasizes social change and is not an invitation to describe all aspects of change (political, territorial, diplomatic *etc.*) though social change could be affected by such changes. Candidates could examine the impact of war on the structure of a state and the well-being/social effect on the populations involved – both during and after the chosen conflicts.

Social effects could include: the increasing role of the state in the lives of the population – conscription of males, censorship, curtailing of civil liberties, compulsory mobilization of labour (male and female); demographic changes and their impact; the psychological impact of war upon the population: rationing/ shortages; changing roles of females due to the impact of war etc.

*[0 to 7 marks]* for generalized unfocused narratives.

*[8 to 10 marks]* for narratives with implicit assessment.

*[11 to 13 marks]* for more specific details and explicit assessment.

*[14 to 16 marks]* for structured, focused answers which provide specific details to aid in addressing “to what extent”. Not all aspects are covered.

*[17+ marks]* for balanced, perceptive answers showing insight and providing accurate, specific details to substantiate the argument.

**3. Evaluate the contribution made towards the war effort by civilians on both the home front and the battle front in *two* wars, each chosen from a different region.**

Both World Wars and wars such as Vietnam, or China could be suitable choices.

For the home front contributions could include economic contributions: labour mobilization/employment in war industries, support of troops through auxiliary/ancillary services (nursing, food production *etc.*) also volunteer activities, such as collection of paper, foil *etc.* and organizations such as home guard and fire watchers.

The role and contributions of scientists, technologists, cryptanalysts, medical researchers, film producers, novelists, artists, in helping the war efforts are all relevant. Specific examples are required to support the argument.

For the battle front, support staff in areas such as supply and driving and the formation and activities of resistance movements in occupied territories or guerrilla/partisan warfare could be considered.

*[0 to 7 marks]* for generalized and unfocused descriptions.

*[8 to 10 marks]* for narratives with implicit assessment of civilian contributions.

*[11 to 13 marks]* for more specific details and explicit evaluation/assessment.

*[14 to 16 marks]* for well structured, focused answers which provide accurate knowledge and explicit assessment. Not all aspects may be covered.

*[17+ marks]* for answers revealing insight and which make a clear, considered and well substantiated attempt to evaluate the nature and extent of civilian contributions.

*N.B.* If only one war or one region is addressed, mark out of *[12]*.

**4. Compare and contrast the reasons for, and impact of, foreign involvement in *two* of the following: Russian Civil War; Spanish Civil War; Chinese Civil War.**

Each war offers the opportunity to identify motives, nature and extent of outside intervention in civil wars and to assess the extent of such involvement in deciding the outcome – whether the war was won or lost due to the level of support provided for one side as opposed to the lack of support (financial/military) provided to the other – or whether other factors may be considered as being instrumental in achieving victory – for example, internal unity of one side, superior military forces, economic advantages, strategic/geographical advantages.

“Reasons for foreign involvement” – areas for comparisons/contrasts could include, – depending on the wars chosen – ideology (*i.e.* providing support for rival domestic factions); economic benefits to be gained in event of victory of one particular side; geopolitical/strategic benefits for the future.

“Impact of foreign involvement” could include consideration of: extent of damage caused; effect on the duration of the conflict; economic costs as a result of foreign involvement; significance of contribution of outside aid to eventual victory/defeat of one side.

**[0 to 7 marks]** if only one civil war is addressed.

**[8 to 10 marks]** for sequential accounts with implicit comparison/contrast.

**[11 to 13 marks]** for more specific details and explicit comparison and contrast.

**[14 to 16+ marks]** for comparative structures with appropriate, accurate and specific details and comments. Answers may show a high level of insight at the top end of the markband.

**5. “Peace settlements create conditions for new conflicts.” With reference to at least *two* settlements explain to what extent you agree with this statement.**

Peace settlements – in the wider sense – need not relate only to formal treaties which end conflicts. No doubt the Paris Peace Settlement (and the Treaty of Versailles in particular) will prove popular. Other settlements might be Brest-Litovsk, the Armistice after the Korean conflict, The Geneva Accords, the attempts to establish a satisfactory peace settlement in 1945 (Yalta, Potsdam).

Accept two or more of the Paris Peace treaties as choices if offered by the candidate.

Whichever are selected, specific details of the settlements are needed – economic, territorial, military, political *etc.* and an assessment made for example as to how and why such settlements solved/ failed to solve the issues which produced the conflict, whether new issues (*e.g.* revanchism/ revisionism) were created, whether the settlements did indeed pave the way for new or renewed conflict – or whether other factors may be deemed important – *e.g.* lack of enforcement, unforeseen economic crises, (re)appearance of new mutually hostile ideologies.

**[0 to 7 marks]** for inadequate unbalanced responses.

**[8 to 10 marks]** for narratives with implicit assessment of the statement.

**[11 to 13 marks]** for adequate treatment of two settlements, some explicit attempt at assessment though not all implications are considered.

**[14 to 16 marks]** for structured, balanced answers with explicit assessment.

**[17+ marks]** for perceptive insight and in-depth analysis.

**Topic 2: Nationalist and independence movements, decolonization and challenges facing new states.**

**6. What were the main domestic problems of *one* new twentieth century African *or* Asian state and to what extent were they solved?**

Domestic problems refers to internal problems encountered by the new state and could include economic problems (transition from a colonial economic situation *e.g.* underdevelopment/unbalanced economic development) and/or the continuing problem of neo-colonialism could also be made relevant to the domestic situation. Political problems following independence could include; tribalism, separatism, religious communalism, border disputes, unfamiliarity with democratic or representative systems of governance, the role of the military in politics, civil war *etc.* Social problems could include lack of educational opportunities, shortages of trained administrative/ medical personnel, poverty.

The extent to which the state identified and addressed the problems – (specific policies/methods needed) – should be discussed and a conclusion reached as to the level of success (or not) which occurred.

Neither China under Mao, nor Cuba under Castro, is an acceptable example for this question.

**[8 to 10 marks]** for narratives with implicit assessment.

**[11 to 13 marks]** for adequate identification of a range of problems and more explicit assessment.

**[14 to 16 marks]** for identification of specific problems and attempts made to deal with them in a structured, focused answer. Not all aspects may be addressed.

**[17+ marks]** demands of question are effectively addressed: accurate, relevant details together with perceptive, balanced judgment as to the level of success attained.



**7. In what ways, and for what reasons, was there stubborn resistance to decolonization in one of the following: Indo-China (1945–1955); Indonesia (1945–1949); Algeria (1945–1962)?**

“In what ways” could refer to details of the conflicts between colonizer and colonized. These could be military, guerrilla, urban or rural warfare, use of terror tactics by both sides, police actions, economic blockade *etc.*

“For what reasons” could include: need to restore national prestige and/or to aid economic recovery after Second World War by colonial power; unwillingness to concede to nationalists who collaborated with, for example Japan; presence of favoured groups – settlers or privileged minorities – who were reluctant to consider independence (colons/pieds noirs).

**[0 to 7 marks]** for unfocused narratives.

**[8 to 10 marks]** for narrative answers with implicit attention to “how” and “why”.

**[11 to 13 marks]** for adequate details of the nature of the conflict and more explicit attempt at assessment of “why”.

**[14 to 16 marks]** for structured and focused answers offering accurate, specific details of the conflict and some consideration of the level of bitterness/stubbornness.

**[17+ marks]** for structured, focused and balanced answers with accurate details of the conflict and its nature, and considered judgement as to the motives behind the resistance by specific governments/interest groups.

**8. Assess the impact of Cold War developments on *two* non-European new states.**

If only one state is covered mark out of **[12]**. The impact could be both beneficial and harmful.

“Beneficial” – could refer to provision of economic aid (though often tied) in the form of loans, technology, technical experts, military supplies, protection/defence against neighboring states.

“Harmful” – could refer to involvement of new states in proxy wars - use as surrogates for superpower expansion, creation of economic dependency – a form of neo-colonialism; promotion of civil war as rival superpowers aid rival groups.

Specific detail is required to substantiate argument.

**[0 to 7 marks]** for vague, general narratives.

**[8 to 10 marks]** for narrative/descriptive answers with implicit assessment of impact.

**[11 to 13 marks]** for adequate detail and more explicit critical comment. There may be an imbalance in the treatment of two examples.

**[14 to 16 marks]** for balanced treatment of two examples in a focused, analytical answer.

**[17+ marks]** as above, but showing insight/perception and/or evidence of wide reading, or differing interpretations of the impact of the Cold War on such states.

**9. To what extent did non-European new states succeed in improving *either* the education of the population *or* the role and status of women?**

Whichever is selected (education/women’s role and status) consideration should be given to the pre-independence situation before ‘to what extent’ can be satisfactorily discussed.

“Educational welfare” – could consider the nature and extent of formal schooling systems, primary and secondary; tertiary/vocational training; gender balance in educational provision; literacy rates and levels for adults as well as children/youth.

“Role and status of women” – could consider the alteration/introduction of legislation affecting women: marriage, divorce, abortion, contraception, inheritance, property ownership, acceptance in the work place, political role, suffrage *etc.*

**[0 to 7 marks]** for unfocused descriptive answers.

**[8 to 10 marks]** for narrative/descriptive answers with some implicit assessment.

**[11 to 13 marks]** for adequate details and more explicit assessment.

**[14 to 16+ marks]** for answers with a sound knowledge base (pre- and post- independence) and, at the top end, which effectively consider ‘to what extent’ with well substantiated, accurate detail.

**10. How and why did nationalist/independence movements in Asia *or* Africa benefit from *either* the First World War *or* the Second World War?**

First World War – could include reference to: the impact of the principle of self determination espoused as a war aim of the Allies, yet selectively applied (much to the anger of non-White imperial subjects); the weakening of the metropolitan states making it more difficult to hold on to power; the growth of socialist ideas following the Bolshevik revolution – itself a beneficiary of the strains produced by the First World War; the shattering of the myth of Western cultural superiority witnessed by colonial troops/populations drafted to the battle fronts.

Second World War – could include reference to: the debilitating effect – financially and militarily – on imperial powers; the demolishing of the illusion of Western military superiority; the sponsoring of nationalist groups by both sides (*e.g.* Allied and Japanese in the Asian sphere); the expectations raised by the Atlantic Charter; the emergence of the UNO and its stance on decolonization; the support for decolonization by the superpowers post-1945.

Whichever war is chosen, specific reference should be made to the impact on selected African or Asian states: how did movements improve their positions in comparison to the period preceding the chosen conflict?

**[0 to 7 marks]** for vague, unfocused answers.

**[8 to 10 marks]** for narrative answers with implicit reference to “how” and “why”.

**[11 to 13 marks]** for adequate detail and more explicit attention to “how” and “why”.

**[14 to 16 marks]** for answers focused on “how” and “why” and with relevant, accurate details of specific states.

**[17+ marks]** for focused answers which reveal considered and well substantiated judgments as to the impact of either war on the African/Asian continents.

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

**11. Account for the ineffectiveness of internal opposition to *two* rulers of single-party states.**

The opportunity exists to select from a wide variety of single-party states from both the Left and Right wing. Popular choices will probably be the Soviet Union (under Lenin or Stalin), China under Mao, Germany under Hitler, Italy under Mussolini, Spain under Franco, possibly Cuba under Castro. The chosen rulers may be tackled separately or the issues dealt with thematically.

The use of: force/terror; the secret police/purges, and propaganda/education are all areas which could be included. Accurate details need to be provided.

Answers should also cover issues such as: genuine popular support as a result of economic/social benefits; collaboration of key groups or institutions within the state; a successful foreign policy – which were often appreciated by the population, despite the levels of persecution inflicted on targeted groups.

Specific examples of opposition (nature, type) in the states selected should be provided and their lack of success investigated for the higher markbands.

**[0 to 7 marks]** for vague generalities with no, or very few, references to the chosen rulers.

**[8 to 10 marks]** for narrative/descriptive answers with implicit assessment as to reasons for ineffectiveness.

**[11 to 13 marks]** for specific detail and more explicit assessment.

**[14 to 16+ marks]** for focused, analytical and structured answers which clearly identify methods of repression, nature and extent of resistance/opposition and go beyond state repression as the only reason for lack of effective opposition.

**12. Assess the successes and failures of the domestic policies of *one* of the following: Nasser; Nyerere; Perón.**

The emphasis is on domestic policies (social, economic, political) pursued whilst in power. Whichever leader is chosen sound knowledge needs to be shown of the programmes adopted by the leader: aims/targets; the extent to which policies succeeded - or not - in achieving what they set out to do both for the leader and for the people.

**Policies associated with Nasser** – (Deputy Prime Minister and Minister of Interior 1952-54, President and Prime Minister 1954-70).

**Economic/Social** – attempts to overcome economic underdevelopment and dependence on West; land redistribution/agrarian reform to fellahin (peasantry) in 1952 ( renewed 1961 and 1963); cooperatives to advance loans and provide advice to members, central planning/state run industries; First Five Year Plan (1960-65) and nationalization of banks, insurance, industries, trading companies; progressive taxation system; Aswan Dam – aiding land reclamation from desert and development of hydro-electric power; indigenous industries producing for domestic consumption.

In the social sphere – free medical care; reduction of bilharzia, malaria, tuberculosis and malnutrition; rural health centres; compulsory primary school education, employment of females in schools, offices and factories; cultural-revival of Egyptian and Arab oriented traditions as opposed to Western oriented.

**Political** – abolition of monarchy; banning of Muslim Brotherhood; dissolution of existing political parties; pursuit of state (non Marxist) socialism. Opponents jailed. Grass roots level participation not encouraged – instead “socialism by presidential decree”. Much political energy devoted though to Pan-Arabism, schemes of Arab unity and combating neo-colonialism in Egypt and the wider Arab and African world.

**Policies associated with Nyerere** – (leader 1961- retirement in 1985).

**Economic/Social** – self reliance, semi-autarky – and minimal foreign investment while building up an inadequate economic infrastructure (roads, dams *etc.*).

Nyerere’s “united war against poverty” – Arusha Declaration 1967 – African socialism – Villagization/Ujamaa and self help emphasis. Initial nationalization of key foreign and domestic enterprises. Social – emphasis on health provision (hospitals, rural and urban dispensaries), primary/secondary/tertiary education provision.

**Political** effective single party state by 1965 though elections and choice of TANU candidates permitted. Legacy of colonial borders to cope with – 120 tribes within the nation – how to make anational identity under a single party.

Levels of success affected by: reliance upon, and low production levels of, primary products (tea, coffee, sugar); corruption; fluctuating world commodity prices; oil price increases in 1974; inflation and subsequent need to seek IMF loans and debt repayments. Yet in terms of high literacy rates, declining infant mortality, rising life expectancy, university provision, basic health provision – a success in comparison with other ex-colonial states.

**Policies associated with Perón** – (Minister of Labour 1943, President 1946-55, 1973-74)

**Economic/Social** – championed the underprivileged (descamisados), export of primary products to finance industrialization, improving housing, education, health services, employment opportunities, social security benefits, pensions. Ambitious programmes (in conjunction with Eva Perón) but inflated wages in industry undermined the economy by early 1950s. Exiled 1955, returned 1973 – redistribution of wealth promise. Died before programme was inaugurated.

**Political** – to power, as Minister of Labour, in military coup 1943. Elected president 1946. Populist and nationalist appeal. Good relations initially with trade unions, Church and army. Strained relations by mid 1950s due to halting of wage increases, possible legalization of divorce, corruption *etc.* Ousted 1955 in military coup “in defence of Catholic Christianity”. Exiled. Returned 1973 and elected with over 60 % of the popular vote. Died within a year of assuming office.

*[0 to 7 marks]* for vague and unfocused generalities.

*[8 to 10 marks]* for narrative accounts with some implicit assessment.

*[11 to 13 marks]* for adequate detail of policies and more explicit assessment.

*[14 to 16 marks]* for focused, structured answers identifying a range of policies and attempting a considered judgment concerning level of success. Not all aspects addressed.

*[17+ marks]* for focused, structured, analytical answers containing detailed knowledge of policies and assessment of how/why policies succeeded - or not.

- 13. With reference to *two* examples each chosen from a different region, to what extent do you agree with the claim that “ideology was the most important factor in the rise to power of single-party leaders”?**

The ideology of each single-party leader needs to be identified and explained and an assessment made as to its relative contribution to bringing the leader to power. To what extent did populations turn away from/reject the previous regime and consciously support a new ideology? Was change for change’s sake desired regardless of the ideological base of the single-party leader? How consistent were single-party leaders in their programmes? Was pragmatism more important in the rise to power?

Whichever examples are selected, the failures/mistakes of the systems which were replaced by single party states could be identified and commented upon. This could include reference to unstable political conditions, discredited parliamentary (or in the case of Russia or Cuba for example, autocratic/authoritarian) systems, economic distress/crisis and inability of the previous system to deal effectively with such crisis, unresolved social problems, disillusionment with the impact of war, peace settlements *etc.* Conditions will vary according to examples selected.

Other factors such as fear of alternatives (socialism for example) or miscalculation of elites could be made relevant.

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

*[0 to 7 marks]* for unfocused descriptions lacking focus on rise.

*[8 to 10 marks]* for the rise of two leaders: with the role of ideology noted but not developed.

*[11 to 13 marks]* for more specific details and explicit assessment.

*[14 to 16 marks]* for focus on the quotation, identification of elements of ideology and explicit judgment as to its relative contribution to the rise of the selected leaders.

*[17+ marks]* as above and which reveal one or more of the following: insight, perception, challenge to the premise, different interpretations.



**14. How successful was *either* Lenin (1917–1924) or Mussolini (1922-1943) in solving the problems he faced?**

Candidates could identify the major problems of the previous regime before undertaking an assessment as to how/if such problems were successfully addressed. Having identified the problems to be investigated, specific detail is needed of the policies/methods used to attend to the issues. Descriptions of policies need to be followed up by reference to the element of “success” achieved.

It may be the case that in resolving such problems new difficulties resulted.

For Lenin, problems could include: challenges met in coming to power in October/ November 1917; disastrous Russian participation in the First World War; civil war; agrarian problems; economic underdevelopment; hostility of foreign powers; peasant/military revolts *etc.*

Solutions/policies = Brest – Litovsk, War Communism, Red Terror/Cheka, land reform, NEP *etc.*

For Mussolini – problems could: include discredited parliamentary system; North/South economic imbalance; fear of the Left; “Mutilated Peace”; inflation/unemployment *etc.*

Solutions/policies = “Battles” – for Births/Grain/Land, Corporate state, Lateran Accords, aggressive foreign policy to restore national pride and personal prestige *etc.*

**[0 to 7 marks]** for vague generalizations without focus.

**[8 to 10 marks]** for descriptive answers which address the task implicitly.

**[11 to 13 marks]** for adequate details of the problems inherited, policies adopted, and more explicit assessment as to success.

**[14 to 16 marks]** for specific details pre and post consolidation of power of the leader and balanced and focused treatment of “success”. Not all aspects may be covered.

**[17+ marks]** for specific, accurate details of problems/policies and the extent of success. Answers reveal evidence of wide reading/different interpretations and/or perception, insight.

**15. Identify the aims of educational and youth policies in *two* single-party states, and evaluate the extent to which they were achieved.**

“Educational and youth policies” refers to programmes/policies adopted by the single-party state inside the formal school system **and** in the realm of after-school organizations. Educational policies can also be taken to refer to the provision of educational opportunities for adults as well as youth (especially in China, Cuba and USSR).

Aims – could emphasize the role of political indoctrination – the promotion of loyalty or devotion to the Party/leader. Differentiation in terms of aims and treatment/approach to males and females may be observed in some cases and could be developed. The need to train a new generation/leadership elite to succeed the current Party leaders/functionaries could also be considered.

Aims of educational and youth policies may not only be those of indoctrination but also of training in subjects/areas useful for the strengthening of the state in terms of economic development (scientific training, military technology and training, medical and health care training *etc.*). Popular choices are likely to be – Nazi Germany, Mussolini’s Italy, the USSR, Castro’s Cuba, Mao’s China. Specific details are required whichever are selected.

If only one example is used, mark out of **[12]**.

**[0 to 7 marks]** for generalized and unfocused answers.

**[8 to 10 marks]** for narrative/descriptive answers with implicit evaluation.

**[11 to 13 marks]** for answers with adequate treatment of aims and more explicit attempt to evaluate. There may be imbalance in treatment of two examples.

**[14 to 16 marks]** for answers with clear and specific identification of aims and well substantiated evaluation of both examples.

**[17+ marks]** for focused, balanced answers with a detailed knowledge base of aims, policies, degree of implementation and level of success.

**Topic 4: Peace and cooperation: international organizations and multiparty states**

**16. Examine critically domestic problems in *either* Spain (1975-90) *or* Argentina (1983-1995).**

“Domestic” requires identification of, and reference to, specific social, economic and political problems following the transition from an authoritarian style of rule.

Answers could begin by noting the type of regime from which the transition was being made – Francoist authoritarian in Spain, military junta in Argentina.

**Argentina** – end of military junta by 1983. Election of Alfonsín (Radical Party) 1983-89, Menem (Peronist) 1989, re-elected 1995.

**Problems** – “reconciliation”: the question of prosecution of military/police over actions against “the disappeared” pre-1983, military revolt 1987, high inflation, Austral Plan, foreign debt servicing problems, labour union demands, IMF loans and austerity programmes and discontent. Economic problems continued under both Menem and Alfonsín.

**Spain** – 1975 - death of Franco, accession of King Juan Carlos. 1976 Political Reform Act, democratic elections planned, legalization of opposition parties. Victory for Suárez 1977, González 1983.

**Problems** – resistance to democratization (attempted coups by Guardia Civil, army elements 1981), regionalization/devolution demands satisfied by 1983 with 17 autonomous regions recognized, ETA terrorism in pursuit of Basque homeland, economic problems in wake of democratization but “second economic miracle” by mid 1980s.

*[0 to 7 marks]* for unfocused, generalized comments.

*[8 to 10 marks]* for descriptive answers with implicit assessment.

*[11 to 13 marks]* for answers with adequate detail and explicit assessment.

*[14 to 16+ marks]* for critical and structured identification and examination of problems encountered during and after the transition.

**17. Compare and contrast the policies of *two* multiparty states for dealing with economic and social problems.**

Popular choices could be the USA at the time of the Great Depression, Weimar Germany, possibly Western European states in the 1930s – but accept any 20th century multiparty states as examples.

The nature and extent of the economic and social problems requires identification – whether inflation, unemployment/underemployment, educational, gender/racial inequality *etc.* This depends on the states selected.

**Policies and comparison.** This requires specific reference to programmes adopted, the rationale behind them, whether they were appropriate and welcomed by the population generally, and could include reference to level of success achieved, or failure. Such policies could be public works programmes to stimulate recovery, tariff application to prevent foreign competition, legislation to redress acknowledged social inequalities *etc.*

*[0 to 7 marks]* if only one multiparty state is addressed.

*[8 to 10 marks]* for sequential narrative/descriptive answers with implicit comparison.

*[11 to 13 marks]* for adequate detail of two examples and some explicit attempt to compare and contrast.

*[14 to 16+ marks]* for comparative structures with appropriate, accurate and specific details and comments.

18. **“The major obstacle to successful international peacekeeping between 1945 and 1965 was the impact of Cold War politics on the United Nations.” To what extent do you agree with this assertion?**

Focus is on peacekeeping attempts in the period and requires consideration of the obstacles in the attempt to revive a concept of collective security. The (re)emergence of East: West tension provided not only the grounds for confrontations in the form of proxy wars but also in some cases paralyzed the UNO in much of its work.

Korea will undoubtedly feature as a case study in which it may be argued that peacekeeping was successfully achieved, but the special circumstances of the Security Council/Uniting for Peace Resolution need to be examined. Reference could and should be made to other cases – this is not just a question on Korea!

Suitable areas for investigation – West Irian (New Guinea) to 1962, Palestine from 1947, Suez 1956, Hungary 1956, Belgian Congo and civil war to 1964, Kashmir. There is much to choose from.

Do not expect all – but higher markbands need more than reference to Korea.

*[0 to 7 marks]* for vague generalized answers.

*[8 to 10 marks]* for narratives with implicit assessment.

*[11 to 13 marks]* for adequate detail of peacekeeping examples/cases and more explicit assessment.

*[14 to 16 marks]* for structured, focused answers providing details of peacekeeping efforts and explicit analysis/assessment of Cold War impact.

*[17+ marks]* for answers showing perception, insight and balance, which address “major”, perhaps stressing other factors in explaining obstacles to effectiveness.

**19. For what reasons, and with what success, were specialized agencies of international organizations developed?**

The League of Nations and the United Nations and the work of the specialized agencies and special committees are likely to prove most popular but any international organization is acceptable as long as the emphasis is on economic and social aims and their realization or failure.

Identification of the specific aims of the organization/agency/commission/committee is required at the outset. Assessment of the extent of success requires an examination of the methods whereby the organization tried to implement a programme (details needed) and whether it managed to overcome obstacles to reach its goals.

*[0 to 7 marks]* for vague, generalized comments.

*[8 to 10 marks]* for answers which are largely descriptive with implicit assessment.

*[11 to 13 marks]* for answers with adequate details and more explicit attempt at assessment of reasons and success.

*[14 to 16+ marks]* for accurate, specific details of reasons, aims, attempts, and explicit assessment of their success or failure.

**20. To what extent was the League of Nations’ failure to maintain peace in the inter-war period due to its inherent weaknesses?**

The focus is the League of Nations’ failures caused by weaknesses in its foundation, Covenant and organization. “To what extent” asks for other factors that led to failure. Inherent weaknesses included:

- lack of an armed force
- reliance on sanctions
- lack of support for/commitment to the principles enshrined in the Covenant by leading powers
- the USA failed to join, and some, including founder members Brazil 1926, Japan 1933 and Italy 1937, walked out when criticized
- structural/organizational problems
- the lack of supranational authority

Factors other than inherent weaknesses need to be addressed to satisfy “To what extent”. These include:

- unforeseen economic crises
- appearance of aggressive expansionist states such as Germany and Japan
- revanchism/revisionism in the inter-war period
- adoption of appeasement policies, *etc.*

Some candidates may point out successful attempts at conflict resolution such as the Aaland Islands dispute, or the Greco-Bulgarian dispute of 1925 *etc.*

Candidates could conclude with asking themselves was the League hindered by its own inherent weaknesses. Was the League a failure – or was it failed by its members?

**[0 to 7 marks]** for vague narratives lacking focus.

**[8 to 10 marks]** for narrative/descriptive answers which address failure implicitly.

**[11 to 13 marks]** for balanced answers with adequate detail, and some explicit assessment.

**[14 to 16 marks]** for structured, focused answers with specific detail and explicit analysis.

**[17+ marks]** for answers showing perceptive coverage of inherent weaknesses and types of obstacles or circumstances (structural, economic *etc.*) preventing effective action.

**Topic 5 The Cold War****21. To what extent were Soviet policies responsible for the outbreak and development of the Cold War between 1945 and 1949?**

Soviet policies that could be discussed include: limiting German recovery (*e.g.* arguments between occupying powers over reparations to/from East Germany, concern over Bizone and then the Blockade); increasing control in the Soviet sphere of influence (*e.g.* Poland, Romania, Bulgaria installed Communist governments and suppressed opposition parties); refusal to be involved with US Aid/IMF and World Bank, and later with the Marshall Plan (*e.g.* pro-Stalinist governments installed in Hungary and Czechoslovakia which then refused involvement with Marshall Plan); security issues (*e.g.* leaving troops in Iran after the war was finished; sending troops to North Korea and North China to receive Japanese surrender); reactions to US policies (*e.g.* development of Molotov Plan, creation of Cominform).

In order to satisfy “to what extent?” US policies could be discussed but do not expect or demand all the following: reconstruction of German and Europe economies (*e.g.* unification of three zones, new currency in Germany, and response to the Blockade by Stalin); increasing fear of Russian and communist expansion (*e.g.* Truman Doctrine, National Security Act and creation of CIA and their involvement in elections in Italy, NATO); growing financial aid to Europe and other areas to avoid communist growth (*e.g.* Marshall Plan, massive aid to Japan, Tito, Nationalists in China); military involvement (*e.g.* nuclear weapons development, troops to South Korea, pressure upon Soviets to remove troops in Iran).

The measure of responsibility will depend on how the student interprets the policies. It could be argued that Soviets were responding to security needs and past invasions. The Soviet Union might also be interpreted as aggressively expanding and not keeping “promises”. US policies can be interpreted with similar alternatives.

**[0 to 7 marks]** for irrelevant or unfocused narrative.

**[8 to 10 marks]** for narrative of events with implicit assessment of responsibility.

**[11 to 13 marks]** for some explicit assessment of responsibility.

**[14 to 16 marks]** for focus on analysis of responsibility with good use of evidence, with focus on Soviet policies.

**[17+ marks]** for well balanced analysis of Soviet responsibility with attention to “to what extent?”.



**22. In what ways, and for what reasons, was the Middle East important in the Cold War?**

Superpower rivalry was present in the Middle East throughout the Cold War especially because of oil. It was a centre of world tension on a number of occasions. Cold War rivalries meant that states obtained outside military and financial aid with differing amounts of loss of independence.

Some of the following points could be included but do not expect all the following states to be considered:

**Iran** – superpower rivalries over control of oil, starting after the Second World War and the demanded withdrawal of Russian troops stationed there; US replacing Britain in the area and later supporting the Shah in office because of pro-western policies; condemnation of the Iranian Revolution and its anti-western stance and support of Iraq in its war against Iran.

**Iraq** – support of Saddam Hussein in war against Iran.

**Israel** – USA’s political support of Israel as a western style government and powerful military state able to protect western interests in the area; USA’s massive military and financial support of Israel which ensured Arab states’ defeat in wars, contributing to lack of solution to Palestinian question.

**Egypt** – Nasser’s involvement in Non-Alignment movement; USA demanding withdrawal from Suez by Britain, France and Israel in 1956 War; Nasser’s support by Khrushchev *i.e.* with Aswan High Dam after Western withdrawal; Sadat and closer ties with USA developed but leading to estrangement with other Arab States; Husni Mubarak’s partial rehabilitation with the Arab world but continuing dependence on USA.

**Syria** – early involvement of USSR in Syria, continuing later under Assad.

**Lebanon** – factions and competing support for different groups in the civil war.

**Gulf States** – developing influence in the region as oil production increased. OPEC and its determination to use oil as bargaining tool for the region and sometimes for the Palestinian cause.

A general overview could include any of the above countries/incidents and some of the following: Baghdad Pact, Eisenhower Doctrine, some of the Arab-Israeli wars, OPEC.

**[0 to 7 marks]** and under for generalizations about the area with reference to the Cold War.

**[8 to 10 marks]** for basic narrative of some major events in the region with implicit assessment of importance.

**[11 to 13 marks]** for better factual detail of a number of events/issues with some explicit assessment of its role in the Cold War.

**[14 to 16+ marks]** for focused assessment of the Middle East in the Cold War and good use of evidence.

**[17+ marks]** for focused assessment of Middle East in the Cold War, good use of and evaluation of evidence and possibly some awareness of historiographical issues.

**23. Identify and explain the significance of *two* of the following in the development of the Cold War: COMECON; Marshall Plan; NATO; Warsaw Pact.**

Some of the following could be mentioned in relation to each of the possible topics:

**COMECON:** Eastern European countries came under USSR’s economic control, as part of the response to the Marshall Plan. It was to the economic advantage of Soviets and not member countries. Prevented interaction between east and west.

**Marshall Plan:** Economic support for European countries which had suffered in the Second World War in an effort to deter the rise of communism. USSR was offered assistance but refused and ensured all eastern European states also refused US aid. Significance was that it hardened lines between capitalism and communism and removed possibility of western influence in eastern Europe.

**NATO:** membership, aims of group and reasons for its origin. Significance was strengthening the Western bloc and the clarification of “camps” in the Cold War.

**Warsaw Pact:** established by USSR as a response to NATO. Significance was increased control over East European “buffer zone” and reduction/removal of western influence in the region.

All helped to establish the major camps into which the world became divided in the Cold War. They all hardened the lines of demarcation and decreased interaction between the two sides.

*[0 to 7 marks]* for inadequate general comments.

*[8 to 10 marks]* for basic outline and implicit explanation of significance.

*[11 to 13 marks]* for relevant detail and some assessment of significance.

*[14 to 16+ marks]* for clear focus on assessment of significance with sound factual detail.

**24. Compare and contrast the social and economic effects of the Cold War on *two* countries each chosen from a different region.**

Content for this question will depend on which countries are used. Evidence is needed for general assertions to be given any credibility. Some possible relevant issues might be: Superpower rivalry and/or interference in domestic developments; Superpower rivalry in trade development; economic problems or advantages of being in one “camp” or the other; economic and social effects of being in or near a war zone; aid for developing nations in return for support; military involvement or support in the Cold War and its costs and/or benefits to the country; social divisions or disintegration due to associated stresses: or strengthening of nationalism because of perceived outside threats.

*N.B. Not all of these would be relevant for each country and other topics might be discussed. The quality of and evaluation of the evidence will determine the final mark.*

**[0 to 7 marks]** if only one country is discussed or if the essay is a narrative of involvement in the Cold War.

**[8 to 10 marks]** for sequential descriptions of social and economic effects on two countries.

**[11 to 13 marks]** explicit assessment of similarities and differences of two countries.

**[14 to 16 marks]** for specific relevant material in a comparative framework.

**[17+ marks]** for clear comparisons of similarities and differences with analysis of effects and good evaluation of evidence.

**25. Analyse the factors which led to the ending of the Cold War.**

Candidates must decide what the reasons are and explain them, using detail and some evaluation of evidence. A simple narrative of events at the end of the Cold War is not sufficient.

Possible reasons for the end of USSR as a superpower and the related end of the Cold War could include: developing arms limitations and détente and growing cordiality between USA and USSR; economic cost of Cold War for the USSR; Gorbachev and his reforms leading to withdrawal from Afghanistan; end of support to Eastern European states; increasing standard of living in West and decreasing in East with increased communication making it more easily known – thus increasing economic, social discontent in communist countries; increasing political disillusionment in Eastern European countries (especially in Poland); growth of opposition parties.

*[0 to 7 marks]* for a few general comments.

*[8 to 10 marks]* for basic narratives of the end of the Cold War with only implicit explanation.

*[11 to 13 marks]* for valid factors and reasons and some assessment made of their impact and how this helped to end the Cold War.

*[14 to 16+ marks]* for consistent, focused analysis of relevant factual detail.

*[17+ marks]* for focused outline of major factors with perhaps some awareness of historiographical awareness.

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

**26. What were the most frequent causes of persecution of minorities? Support your answer with specific examples.**

A thematic approach in such a question is likely to produce more satisfactory results than narrative with a concluding paragraph. Themes which could be identified: jealousy – of social/economic status; the need for regimes to find scapegoats/distraction from internal problems of the regime; fear of claims for self-determination by minorities; religious hostility; perceived lack of loyalty to the state by minorities which seek union with other neighbouring states *etc.*

*[0 to 7 marks]* for vague generalizations without specific examples.

*[8 to 10 marks]* for narrative/descriptive accounts with implicit treatment of frequency.

*[11 to 13 marks]* for adequate details of causes and more explicit assessment.

*[14 to 16 marks]* for answers structured around causes with specific examples and analysis.

*[17+ marks]* for answers with detail, insight and perceptive comments.

**27. By what means, and with what success, did *one* ethnic or racial minority seek to dominate the majority population?**

Possible choices for such “dominant” minorities could include the period of White rule in South Africa in the Apartheid era, Rhodesia/Zimbabwe prior to and during the period of UDI. Some candidates may interpret the situation in Israel as presenting a legitimate example – or pre-independence colonial settler regimes in Algeria, Kenya, *etc.*

“Means” could refer to methods/policies introduced by the regime to subordinate the majority population, including economic and social segregation, resettlement, educational and political measures taken to marginalize the majority population, force/repression *etc.* Specific details of programmes/methods depend upon the chosen state system.

Higher markbands require consideration of whether the policies/methods were successful.

*[0 to 7 marks]* for vague generalizations.

*[8 to 10 marks]* for narratives with implicit reference to methods and levels of success.

*[11 to 13 marks]* for specific evidence and explicit commentary regarding means and success.

*[14 to 16+ marks]* for specific, accurate detail, appropriate structure and a considered, well substantiated judgment as to level of success.

**28. In what ways, and with what success did *two* racial, ethnic or religious minorities attempt to achieve self-determination?**

Self determination refers to the desire of the chosen minorities to acquire their own state.

“In what ways” could refer to particular methods adopted to achieve this goal: peaceful – e.g. non-violent protest, appeals to international opinion/UN *etc.*; through violence-insurrectionary movements/guerrilla warfare/acts of terrorism.

The question also requires candidates to make an assessment as to the level of success which resulted – whether such methods facilitated the goal of self determination or hindered it.

If only one minority is referred to, mark out of **[12]**.

**[0 to 7 marks]** for vague, general assertions.

**[8 to 10 marks]** for narratives with implicit “how” and level of success.

**[11 to 13 marks]** for specific detail and explicit comment on methods and levels of accomplishment.

**[14 to 16+ marks]** for structured, detailed answers focused on types of methods and results.

**29. How successful were governments in promoting the integration of minorities? Examples must be given from *two* regions.**

Popular choices are likely to be Native and African Americans, Aboriginal populations in Australia or New Zealand. It is important that the *regional* requirement is adhered to however.

Candidates could identify the motives behind such integration programmes and the methods: legislation to enfranchise minorities; educational programmes; outlawing of discrimination on the basis of colour/creed/ethnicity; preferential quota systems (positive discrimination) in the workforce/higher education *etc.*

The level of success of such government actions needs to be considered – e.g. whether legislation had an impact on fostering integration of the minorities or promoting acceptance of minorities by majorities.

If only one region is referred to, mark out of **[12 marks]**.

**[0 to 7 marks]** for vague, generalized answers.

**[8 to 10 marks]** for narrative/descriptive coverage with implicit assessment.

**[11 to 13 marks]** for specific evidence and more explicit assessment.

**[14 to 16+ marks]** for structured analytical answers focused on methods of integration pursued by governments and levels of accomplishment of goals.

**30. In what ways, and with what results, did the official religion of *one* state affect *either* the role and status of women *or* cultural development?**

An “official religion” refers to one that is supported by the state: this support can vary from state to state.

Candidates who write about the role and status of women in states which are not supported by an official religion cannot receive much credit, but care must be taken to verify the situation, *e.g.* does the state pay the ministers of that religion?

For the role and status of women areas for consideration could be: the emphasis on the patriarchal family unit; the issue of “female subordination”; the nature and extent of female education; women’s participation in the workforce; employment patterns, marriage laws; inheritance laws; dress; suffrage issues; division of domestic or household labour *etc.*

For cultural development candidates could examine: the impact of such states upon literary publication and artistic endeavours (“artistic” – in the widest sense - painting, sculpture, theatre, film *etc.*). Has the state encouraged specific types or forms of cultural development? Has it been dismissive or opposed to others?

**[0 to 7 marks]** and under for general assertions with inadequate, ill-defined specific examples.

**[8 to 10 marks]** for descriptive coverage with implicit assessment.

**[11 to 13 marks]** for specific evidence and more explicit reference to effects.

**[14 to 16+ marks]** for structured analytical answers with specific details to substantiate assessment made regarding role/status of women or the extent/manner in which cultural development was affected.

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