



# **MARKSCHEME**

**May 2006**

**HISTORY**

**Higher Level and Standard Level**

**Paper 2**

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## Topic 1 Causes, practices and effects of war

### 1. Compare and contrast the results of the First World War and the Second World War.

The following are some suggestions but note that with different wording and emphasis, points in either comparison or contrast could be reversed.

For comparison:

- Germany and her allies lost both.
- both led to economic and financial problems for both losers, (especially Germany), and winners, especially Britain and France.
- both led to political and constitutional changes in many countries, *e.g.* disintegration of former empires; democracy, then dictatorship, then democracy again in Germany communism in USSR, *etc.*
- both led to the formation of international organisations aimed at peace keeping.
- both strengthened USA.

For contrast:

- First World War led to Second World War, Second World War led to the Cold War.
- First World War led to colonial mandates, Second World War to decolonisation.
- differences between League of Nations and United Nations could be contrasted.
- Second World War caused more widespread devastation.
- the two Paris Peace conferences, 1919–20 and 1946–7, contrasted widely, with Versailles in 1919, imposing more stringent conditions on Germany, and the wish of the Western allies to rebuild Germany in 1946-7.

**[0 to 7 marks]** for inadequate material or if only one war is addressed.

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

**[11 to 13 marks]** for explicit comparison.

**[14 to 16 marks]** for comparative structures containing relevant accurate material.

**[17+ marks]** for depth of analytical comparison and contrast.

**2. To what extent did technological developments ensure victory in twentieth century wars?**

Candidates can of course give examples of twentieth century wars where it could be claimed that technological developments ensured victory, and others where it did not. No doubt the development and use of the atomic bomb in Second World War will be cited, but it could also be argued that the allies were on the brink of winning even without it. Vietnam will probably be given as evidence against the supremacy of technology, and the First World War can be debated in various ways. The importance of large numbers of expendable human lives is another factor, as are atomic/nuclear weapons as a deterrent. Thus this is a question that requires original thought and planning.

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

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

*[11 to 13 marks]* for explicit focus and thoughtful comments.

*[14 to 16 marks]* for focused, structured, analytical answers.

*[17+ marks]* for depth of analysis and detail.

**3. “No twentieth century war could be called a limited war.” To what extent do you agree with this assertion?**

Another question that allows candidates to use whatever wars they have studied in order to produce a reasoned argument either to support or challenge the assertion. One way to structure the answer would be to define the term limited, then to use some wars to agree or disagree with the quotation. Most candidates would probably agree that a war is limited when it is geographically confined. There would probably be less agreement over weapons: is a war limited if the full range of available weapons are not used, or if there is no conscription, or if the countries concerned are not devoting all their resources, means of government, *etc.* to fighting that war? Is a limited war, for example, the opposite of a ‘total’ war? Is any war limited when civilians are at risk? The above are just some of the issues that could be debated.

*[0 to 7 marks]* for unsupported comments.

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

*[11 to 13 marks]* for genuine attempts to address and debate the quotation.

*[14 to 16 marks]* for a structured answer with analysis limited to warfare in a twentieth century context.

*[17+ marks]* for original and thought provoking analysis.

**4. Analyse the causes of *either* the Spanish Civil War *or* the Korean War.**

The Spanish Civil War (1936-9) was caused by various political, social, economic and religious problems: the failure of the monarchy, and of Republican attempts to govern; separatism and the wish of various parts (Catalonia and the Basque Districts) for greater autonomy; antagonism between left and right; the gap between the aristocracy and the peasants; lack of economic development and modernisation; the Catholic Church which was powerful, but resented and regarded as backward by many. Details and examples of the above should be given and analysed, as well as the actual outbreak, with the rising of the Spanish army in Morocco under Franco, which spread to the mainland, under Mola.

The Korean War (1950-3) could be said to be a war between communists and non-communists, and also a civil war between the two parts of Korea. Korea was partitioned at the 38th parallel, in 1945. The Soviets dominated the North and the US the South. Separate governments were established in 1948. A series of border clashes took place and the North invaded the South. An appeal was made to the UN, and member states were asked to provide troops. A force (consisting of members from 15 states was collected), drove the invaders back to the Chinese border. China then entered the war to support the communist north.

Whichever war is chosen, analysis of at least some of the above must be made.

*[0 to 7 marks]* for inadequate specific causes.

*[8 to 10 marks]* for narrative with implicit analysis.

*[11 to 13 marks]* for relevant factual details and some analysis.

*[14 to 16 marks]* for structured analytical answers.

*[17 + marks]* for in depth analysis or different interpretations based on detailed knowledge.

**5. Assess the social results of *two* wars, each chosen from a different region.**

Social in this context could include: poverty; wealth; lifestyles; culture; religion; education; employment and unemployment; economic and gender issues (including the franchise in some cases) - in other words whatever affected the lives of the people. Any type of war can be chosen, but each must be from different regions. Allow the Second World War to count as two, as long as the war is separated into different regions, for example, Europe, and/or Asia, and/or Africa.

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

*[8 to 10 marks]* for descriptive accounts of the effects of two valid wars with implicit assessment.

*[11 to 13 marks]* for specific results from two wars with some explicit assessment.

*[14 to 16 marks]* for focused and structured assessment of two valid wars.

*[17+ marks]* for depth of analysis and/or different interpretations.

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

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

**6. Analyse the factors favouring the growth of independence movements in *one* non-European colonial state.**

Factors to analyse could include: the nature of the colonial state, repressive, or on the other hand, progressive, having given some degree of share in government and/or administration; growth/increase in education, training, economic and political development; overseas education and experience of returning nationalists, and their fostering of independence movements; war - especially the experience of the World Wars, where colonial powers sought the help of colonial peoples, and were themselves financially and economically weakened; opinion and support of states such as USA which encouraged democracy and freedom; encouragement by both sides in the Cold War, in order to gain support.

*[0 to 7 marks]* for unsupported general statements.

*[8 to 10 marks]* for narrative accounts with implicit focus on factors favouring the growth of independence movements.

*[11 to 13 marks]* for explicit attention to the different relevant factors.

*[14 to 16 marks]* for well structured, balanced and analytical essays.

*[17+ marks]* for an additional dimension or well developed historical skill.

**7. For what reasons, and with what results, was *either* Ghana or India successful in obtaining independence?**

Reasons for, and results of, the chosen country's independence are required, not a narrative of the process, although this might require brief mention as a reason for success.

Ghana (formerly Gold Coast) obtained independence in 1957. Reasons included the granting of a constitution in 1946, which gave Africans a majority in the Gold Coast legislature, thus giving them some political rights which led to the demand for more. In 1949 Nkrumah founded the Convention People's Party which gained support and obtained independence. As a result Nkrumah dominated Ghana for almost a decade, adopting a republican constitution in 1960 and proclaiming a one party state in 1964. After initial success, a fall in the price of cocoa and government extravagance resulted in increased links with the Soviet bloc, then in the overthrow of Nkrumah.

India was granted independence in 1947. It is hoped that candidates will take India to mean the state known as India after independence, and not the whole of the Indian sub continent. Do not penalise candidates who do the latter, but such answers will differ in some respects from the suggestions below.

Reasons for independence could include: Indian National Congress, formed in 1885 and which gradually became more pressing in its demands for independence; life, work and policies of Gandhi; greater education and political awareness of Indians, having been given some share in local government and administration, but dissatisfied with their position and the 1935 Government of India Act; Second World War – its effects on India, Britain and wider views, *e.g.* those of USA. Results included: India as a republic within the Commonwealth; work of Nehru to improve the economy *etc.* though poverty remained; as India leader of the non-aligned movement; problems between Hindus and Muslims; enmity with Pakistan.

**[0 to 7 marks]** for inadequate, irrelevant or inaccurate material.

**[8 to 10 marks]** for narratives with implicit reasons and results.

**[11 to 13 marks]** for explicit reasons and results.

**[14 to 16 marks]** for answers focused on reasons and results with good knowledge and analysis.

**[17+ marks]** for depth of analysis of reasons and results.

**8. Assess the economic problems facing *one* new non-European state in the ten years after independence.**

Economic problems could include: problems caused by economic policies of the former colonial power which had geared the economy to its own needs; neo-colonialism; reliance on monoculture; untrained and inadequate work force; lack of education, development, experience and expertise; extravagance of new government. Actual details will depend on the state selected, but specific evidence must be provided to support all assertions.

**N.B.** Neither Castro's Cuba or China under Mao is acceptable as an example.

*[0 to 7 marks]* for unsupported assertions.

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

*[11 to 13 marks]* for sufficient factual details and explicit assessment.

*[14 to 16 marks]* for structured analytical answers.

*[17+ marks]* for an extra dimension, balance, or in depth analysis.

**9. Compare and contrast tribal influence in *two* African states after they had achieved independence.**

This has probably not been asked before, and probably will not be a popular choice, but it is a bullet point in the section on the formation of new states. Some suggestions of areas to compare and contrast are: in government – does tribal influence prevent true democracy, is voting on a tribal basis, is there discrimination against some tribe or other forms of favour, bias, discrimination, for example in education and employment? Tribal culture could be considered – is it more or less prominent in new states? Some judgment could be made as to importance, relevance, influence *etc.* after independence.

*[0 to 7 marks]* for lack of appropriate knowledge to compare and contrast, or if only one state is used.

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

*[11 to 13 marks]* for explicit comparison.

*[14 to 16 marks]* for comparative structures based on solid knowledge.

*[17+ marks]* for depth and detail of tribal influence.



**10. Analyse the form of government after independence in *either* Algeria *or* Indonesia.**

Form of government indicates central and local government and administration, *e.g.* monarchy, democracy, single-party state, *etc.*; legislature; franchise; cabinet; political parties/divisions; in principle everything that is connected to governing the state. “After independence” suggests the immediate post independence period and not more than approximately ten years following.

Algeria’s independence was proclaimed in July 1962 after a bitter armed rebellion (1954-62). Ben Bella (FLN) was president until 1965. He established a personal government, not unlike that of Nasser in Egypt, but less Pan-Arab. He was deposed by Boumedienne, who, established a left wing government with himself as ‘President of the Council of Revolution, and who was an advocate of international socialism.

Indonesia obtained independence in 1949, although technically constitutional links with the Dutch crown remained until 1956. In 1950 the original plan of a federated state was abandoned in favour of a unitary state, dominated by Java. Its first president was Sukarno, and between 1945 and 1950, elections to parliament took place, but western style democracy failed and in 1959 Sukano abolished the constitution and declared “Guided Democracy”.

**[0 to 7 marks]** for vague unsupported comments.

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

**[11 to 13 marks]** for some accurate factual material with explicit analysis.

**[14 to 16 marks]** for structured analytical answers based on specific knowledge.

**[17+ marks]** for depth of assessment and analysis.

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

#### 11. To what extent was the rise to power of *either* Hitler *or* Mao due to personal appeal and ability?

This question demands that candidates assess the reasons for the rise to power of either Hitler or Mao, by analysing in detail the personal appeal and ability of their selected leader, and showing in what ways this facilitated his rise to power. Other factors responsible for the rise to power should be addressed, and an overall judgment pronounced.

Hitler came to the notice of the German people after the First World War, with his association with the Nazi Party, especially after the abortive Munich putsch in 1923. His demagogic oratory, in large open air meetings, his ability to grasp what would be popular in post-war Germany, *e.g.* denunciation of Jews and Versailles, and his acting the martyr during imprisonment, (during which time he wrote *Mein Kampf*) showed a certain amount of political acumen. Whether his dramatic theatrical appearance and appeal in the continuing rallies was due to his ability, or the stage management of his associates, especially Goebbels, could be debated. Other factors accounting for his rise would be German anger at Versailles and disillusion with existing political parties, inflation and the later world slump and depression, failures of Weimar, (especially after the death of Stresemann), unemployment, the issue of the support of some industrialists, and finally political manoeuvring in 1933.

Mao showed ability and determination in his quest for education, his adoption and use of communism, and especially his concentration on the support of the peasants and the countryside, rather than the towns. His use of the Long March, and support of the Kuomintang when necessary, and his opposition to the Japanese, and later to the Kuomintang, also brought results. He was frequently ruthless, but knew when to woo support with constructive behaviour and tactics. Other factors responsible for his rise were the state of China with warring factions, mistakes of the Kuomintang, and hostility to foreign imperialism.

**[0 to 7 marks]** for insufficient relevant knowledge and comments.

**[8 to 10 marks]** for narrative accounts with implicit focus on ability.

**[11 to 13 marks]** for explicit attention to ability and other factors.

**[14 to 16 marks]** for well focused and analytical answers.

**[17+ marks]** for balanced analysis and perhaps different interpretations.

**12. Compare and contrast the domestic policies of *two* rulers of single-party states, each chosen from a different region.**

Domestic policy is usually a popular choice in this topic. This is a straight forward question asking for a comparison of the domestic policies of any two single-party state rulers, provided they are from different regions.

Some suggested areas for comparison are: ideology, left or right wing; trade; financial, industrial, agricultural, and other economic policies; law and order; policies dealing with opposition; terror; education and youth policies; treatment of the arts and religion; use of propaganda. Details will depend on chosen examples.

**[0 to 7 marks]** for inadequate knowledge, or if only one state is tackled.

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

**[11 to 13 marks]** for explicit comparison of specific examples of domestic policy.

**[14 to 16 marks]** for adequate knowledge of the domestic policy of two valid states, which is compared and contrasted in a comparative framework.

**[17+ marks]** for full comparison based on detailed specific knowledge.

**13. Assess the methods used by *either* Nasser *or* Perón to remain in power.**

Candidates are required to state the methods used by their selected ruler, and assess how successful, appropriate *etc.* they were in maintaining the power and position of the leader.

Nasser became prime minister of Egypt in April 1954, president in November 1954, and remained in power until his death in 1970. He obtained and maintained popularity by asserting nationalism, opposing Israel, securing British withdrawal from bases along the Suez Canal, (then nationalising it), and by promoting Pan-Arabism. He sought to win approval by improving the economy, agriculture, living conditions, *etc.* He also courted Soviet support when it suited him. His popularity waned to some extent after 1966, when radical elements regarded him as too cautious, especially towards Israel. This led to better relations with USA.

Perón was elected president of Argentina in 1946, was forced into exile in 1955, returned as president in 1973, but died the following year. The basis of his support was poor urban workers. He and his first wife Eva passed much social and economic legislation to improve education, working and living conditions and also instigated political reforms. His name was adopted for a political programme, Perónism. But he also relied on force and his regime became increasingly totalitarian, and, after early support from the church, anti-clerical.

**[0 to 7 marks]** for inadequate knowledge and detail.

**[8 to 10 marks]** for narrative of the ruler's methods with implicit assessment.

**[11 to 13 marks]** for explicit assessment.

**[14 to 16 marks]** for structured analysis of methods used to maintain power.

**[17+ marks]** for detailed knowledge, balanced analysis and perhaps different interpretations.

**14. In what ways, and with what results, was propaganda used by *one* ruler of a single-party state?**

Propaganda could be and was used in many ways. Some examples are: radio; the press including censorship; in education and in youth groups; by offering free holidays; by speeches, rallies, posters and pictures, *etc.* Propaganda was especially associated with the cult of leadership, and the state was saturated with photographs, statues, monuments, and other artefacts of the leader.

Results included the cult of personality, the virtual deification of the ruler, fear of punishment, and actual punishment if there was criticism of the ruler or even of pictures *etc.* of him. Candidates should also judge whether it weakened or strengthened the state. Propaganda by Stalin, Hitler and Mao is usually well known.

*[0 to 7 marks]* for unsubstantiated generalisations.

*[8 to 10 marks]* for narratives, with implicit ways and results.

*[11 to 13 marks]* for explicit ways and results.

*[14 to 16 marks]* for structured answers, analysing ways and results.

*[17+ marks]* for very detailed specific knowledge, well analysed.

**15. Assess the importance of ideology for rulers of twentieth century single-party states.**

This question could be answered in various ways. Probably most candidates would understand it to mean that they should select two or three single-party states, and discuss how important the rulers' ideology was compared to other factors, and how closely the rulers adhered to their ideology. This would be especially appropriate for communist rulers such as Lenin, Stalin and Mao, where the orthodoxy of their communism could be discussed. Another way to address the question would be to analyse how far ideology was a cloak for dictatorship, and how far the ideology was meant to mask the ruler's ambition. Some candidates might assess the relative importance of ideology and circumstances. Did Hitler succeed in becoming ruler of Germany because of his Nazi beliefs or because of other factors such as Versailles, Weimar and the Great Depression, that enabled his rise, and determined his rule? This is a question that should encourage thought and originality.

If only one ruler of a single party state is addressed, mark out of *[14 marks]*.

*[0 to 7 marks]* for sweeping statements with no specific evidence behind them.

*[8 to 10 marks]* for narrative of perhaps two single-party states, with implicit assessment.

*[11 to 13 marks]* for intelligent focus on and assessment of the set question.

*[14 to 16 marks]* for focus, structure, and analysis.

*[17+ marks]* for originality and perceptive analysis.

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

- 16. “Peace and cooperation was an ideal that proved impossible to achieve through international organisations in the twentieth century.” To what extent do you agree with this judgment?**

Candidates can agree with this statement by pointing out both the impossibility of the international organizations triumphing over the aggression of totalitarian states and the dualism of the Cold War in the twentieth century. They could also examine the efforts of both the League of Nations and the United Nations to obtain peace and cooperation and assess their difficulties and failures. They could challenge the quotation, point out the successes of international organizations during the century, and suggest that the statement is unfair in that peacekeeping was often successful and cooperation made the world a much better and healthier place for millions of people.

If only one international organisation is addressed, mark out of *[14 marks]*.

*[0 to 7 marks]* for unsubstantiated assertions.

*[8 to 10 marks]* for narratives with implicit judgment on the quotation.

*[11 to 13 marks]* for explicit focus and assessment of the quotation.

*[14 to 16 marks]* for analytical answers supported by specific evidence.

*[17+ marks]* for original comments and perhaps different interpretations.

**17. Compare and contrast the peace keeping aims and methods of the League of Nations and the United Nations.**

Peace keeping can mean to prevent war from occurring, to restore peace after an outbreak, to separate opposing forces and prevent hostilities from re-occurring. The League was more concerned with the forms definition, whereas the UN has expanded into other peacekeeping areas.

For comparison:

- both were founded with the main aim of preserving peace and preventing a major war.
- both worked to obtain disarmament.
- both were concerned with restoring normality after a major war, in order to promote a climate of peace.
- neither possessed an international standing army.
- both had some successes in preventing disputes concerning smaller states from turning into wars.
- both could use sanctions to try to prevent wars.

For contrast:

- the League had no military force, the UN was empowered to raise a force from member countries (and did so frequently).
- the League was unable to prevent invasions of weaker countries by aggressive totalitarian states, *e.g.* Italy, Germany, Japan. The UN was able, to some extent, to prevent the spread of local wars.
- the UN had peace keeping forces in many trouble spots, often patrolling borders, *e.g.* Palestine, Congo, Kashmir.
- the League was hampered by aggressive powers, whereas the UN was hampered by Cold War politics.

There is much to compare and contrast Do not expect all the above, but specific examples should be given to support points made.

**[0 to 7 marks]** for unsupported general assertions, or if only one organisation is used.

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

**[11 to 13 marks]** for explicit comparison.

**[14 to 16 marks]** for relevant appropriate knowledge, compared and contrasted in a comparative structure.

**[17+ marks]** for good balance and perceptive analysis.

**18. Evaluate the success of *one* multiparty state in improving the status of women.**

This is a question that requires candidates to select one multiparty state and investigate its methods, successes and failures in improving the status of women. Status suggests equality in all appropriate spheres, *e.g.* education, training, career and job opportunities, pensions, marriage, divorce, healthcare, legal and political rights. Thus the whole area of the lives, position and role of women, and the methods used such as legislation, removal of discrimination, encouragement, special courses *etc.* could be evaluated.

*[0 to 7 marks]* for general comments and lack of specific details.

*[8 to 10 marks]* for narratives with implicit focus on success and failure.

*[11 to 13 marks]* for explicit evaluation.

*[14 to 16 marks]* for structured evaluation of the policies of one multiparty state towards improving the status of women – or perhaps in challenging the question by arguing that it was not necessary in that state.

*[17+ marks]* for perceptive interpretation and analysis.

**19. Analyse the foreign policy of *two* multiparty states, each chosen from a different region.**

This is a straightforward question on the foreign policy of two multiparty states. They do not have to be compared, although surprisingly candidates often do so. They can answer in two separate sections, or in one. They should select a state and define the time period they are going to discuss. It does not have to be a state and time period taken from the examples of material for detailed study in Topic 4, but most probably will be. Candidates should state the main factual points of the state's foreign policy and analyse it, perhaps discussing whether it is defensive, aggressive, intended to benefit trade, in support of allies, *etc.* The World Wars or the Cold War might be a relevant factor. It is hoped that some comment will be made to the fact that it is a multiparty state, perhaps when giving an overall verdict or conclusion.

*[0 to 7 marks]* for inadequate, irrelevant or inaccurate responses.

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

*[11 to 13 marks]* for explicit analysis of specific policies.

*[14 to 16 marks]* for focused and structured essays which analyse specific details of the foreign policies of two multiparty states.

*[17+ marks]* for good balance between the two, and an understanding of the aims, pressures *etc.* of multiparty states.

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

**20. Assess the successes and failures of governments in *either* Japan (1945-52) *or* the USA (1933-45).**

Japan from 1945-52 was in shock and defeat, but also with US and other allied help and supervision, undergoing political change and economic recovery after the Second World War. The main aims of the occupation force were to punish, to educate in democracy and to rebuild the economy. A new constitution was introduced, a National Diet elected by women as well as men, the Emperor became a constitutional monarch, education was compulsory to 15, and trade unions allowed. At first economic recovery was hindered by the *zaibatsu*, and had to be subsidised by US dollars. The occupation forces carried through land redistribution and agriculture and former peasants benefited. A peace treaty was signed in 1951, and by 1952 Japan was modernising and recovering.

The years 1933 to 1945 cover the depression, isolation, support for the Allies and entry into the Second World War after Pearl Harbor. They also cover the presidency of Roosevelt – the only American president to be re-elected three times. His ‘New Deal’ for economic recovery should be well known, as should the change from isolation to entry into the Second World War, and participation in conferences at Tehran and Yalta to formulate post-war reconstruction. He died three weeks before the German surrender and was succeeded by Truman.

Whichever state is selected, events, policies *etc.* must be evaluated for successes and failures.

**[0 to 7 marks]** for unsupported assertions.

**[8 to 10 marks]** for narratives with implicit successes and failures.

**[11 to 13 marks]** for explicit assessment of successes and failures.

**[14 to 16 marks]** for analytical answers focused and structured on successes and failures.

**[17+ marks]** for impressive detailed knowledge and assessment.



**Topic 5 The Cold War**

**21. “An unnatural alliance that was bound to fall apart after the defeat of the common enemy.” To what extent does this statement explain the origin of the Cold War?**

This question offers a quotation for candidates to use as a structure for their answers on the origin of the Cold War. The “unnatural alliance” should be examined, both from the point of view of the previous enmity and divergent views and ideologies of the participants of the “unnatural alliance”, the communist USSR and the democratic free market exponents, USA, Britain and France and why they were drawn together to fight a common enemy: Hitler and Nazi Germany. The “falling apart”, between 1945 and 1948, should then be analysed and a judgment formed as to how far the split was caused by ideology and previous enmity, and how far by the disagreements, fear and mutual recriminations of the two sides in post war Europe, especially in both sides’ policies toward Germany and Eastern Europe. Finally a verdict should be given as to the “bound to fall apart” in the quotation.

*[0 to 7 marks]* for vague general comments on the Cold War.

*[8 to 10 marks]* for narrative of the origin of the Cold War, with implicit assessment of the quotation.

*[11 to 13 marks]* for explicit assessment of the quotation.

*[14 to 16 marks]* for well structured analytical answers which address the demands of the question by focusing on the quotation, and giving some attention to “To what extent”.

*[17+ marks]* for perceptive interpretation of the quotation and question.

**22. In what ways, and with what results, did the United States' Cold War policy of containment affect Cuba after 1959?**

The ways in which the US policy of containment affected Cuba after 1959 were:

- US economic embargo on Cuba.
- breakdown of diplomatic relations, US acceptance of Cuban exiles.
- training of Cuban exiles in USA.
- attempt to overthrow Castro in Bay of Pigs operation.
- covert attempts to kill Castro (Operation Mongoose).
- opposition to USSR missiles in Cuba.
- Cuban Missile Crisis.

Results include:

- closer relations between USSR and Cuba.
- declaration by Castro of Marxist Leninist beliefs.
- increased Cuban dependency on USSR.
- increased popularity of Castro in Cuba and in Latin America.
- higher profile of Cuba in Cold War – but to some extent Castro's views ignored by Khrushchev in Missile Crisis.
- Castro's relevance in Cold War diminished in spite of his efforts to supply troops and aid to Angola etc.

*[0 to 7 marks]* for sweeping generalisations or vague comments.

*[8 to 10 marks]* for narratives with implicit ways and results.

*[11 to 13 marks]* for explicit ways and results.

*[14 to 16 marks]* for well structured answers which analyse ways and results.

*[17 + marks]* for balanced knowledge, analysis and perhaps different interpretations.

**23. Compare and contrast the roles of China and Germany in the Cold War.**

Candidates may find more to contrast than compare, and most should realise that after the division of Germany, East and West could be treated differently.

For comparison:

- both played important roles in Cold War developments.
- both China and West Germany, were opposed to Khrushchev, and relations between both and the USSR were difficult.
- both China and West Germany posed a threat to USSR at times.
- both China and East Germany opposed the west in the Cold War.

For contrast:

- China and East Germany were on the communist side, West Germany was a western power.
- Germany was very important in the early stages of the Cold War, whereas China's participation largely began with the Korean War.
- Cold War events and developments took place within Germany, but not within China, which took part in Cold War developments outside China.
- China was involved in the Vietnam War, Germany was not.
- China encouraged the spread of communism, and sent aid and advisers to many "Third World" countries.

*[0 to 7 marks]* for general or sweeping statements, or if only China or only Germany is addressed.

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

*[11 to 13 marks]* for explicit comparison.

*[14 to 16 marks]* for specific details in a comparative structure.

*[17+ marks]* for an analytical approach to the comparison.

**24. Analyse the importance of détente in ending the Cold War.**

Détente is a diplomatic term signifying the lessening of strained relations between opposing states. It is usually applied to improved relations between the two sides in the Cold War. There were earlier signs/attempts at détente, with Khrushchev and the hot line, but the starting point is usually considered to be the first SALT negotiations, which began in late 1969 and ended in May 1972 with a treaty restricting anti-ballistic missile development. But the second round of SALT negotiations ended without agreement when the US withdrew in 1982 after the continued build-up of Soviet arms and the invasion of Afghanistan. Détente really flourished with Gorbachev and his policies of perestroika and glasnost.

Candidates need to analyse the above, and could consider briefly other factors that helped to end the Cold War.

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

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

*[11 to 13 marks]* for specific relevant details and some explicit analysis.

*[14 to 16 marks]* for a structured analytical essay based on accurate knowledge.

*[17+ marks]* for pertinent analysis, balanced views, or different interpretations.

**25. Examine the part played by economic issues in the development of the Cold War.**

This will probably not be a popular question, and will require thought, but candidates ought to be able to think of how economic issues were behind many developments. The start of the Cold War was to some extent caused by the USSR's insistence on reparations from Germany, and domination of Eastern Europe because of their heavy losses during the war, and their economic weakness. The Truman Doctrine and Marshall Plan arose from the economic plight of Europe and US fear that economic weakness would breed communism and weaken the US economy if Europe was unable to trade with the USA. The Berlin Crisis was partly caused by new currency for the western zones, and Comecon was formed to impose trading conditions on Soviet satellites. Economic factors were partly responsible for Cuban Cold War policies. Candidates should be aware of the part played by economic issues such as the growing awareness in Eastern Europe and the USSR of their economic backwardness and stagnation in comparison with the West and the part this played in ending the Cold War. There is much relevant material that should be available to them if only candidates will think and plan.

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

*[8 to 10 marks]* for narratives with implicit examination of economic issues.

*[11 to 13 marks]* for answers based on specific examples of economic issues.

*[14 to 16 marks]* for intelligent, well planned, thoughtful answers.

*[17+ marks]* for detailed analysis of economic issues.

**Topic 6 The state and its relations with religion and with minorities**

**26. Assess the impact on politics of relations between church and state in *two* countries, each chosen from a different region.**

Relations between church and state can take any form—from state religion, where the state is perhaps dominated by the official religion, and even dependent on it—to a minority persecuted religion. The focus of the question must be on how the relationships, whatever they are, affected the politics of the two chosen countries.

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

*[8 to 10 marks]* for narratives of the relations between church and state in two countries, with implicit impact on politics.

*[11 to 13 marks]* for explicit assessment on “impact on politics”.

*[14 to 16 marks]* for structured analytical answers.

*[17+ marks]* for specific knowledge, balance and thoughtful analysis.

*N.B. if only one state or one region is used mark out of [12].*

**27. Compare and contrast the efforts of *two* ethnic/racial minorities, each chosen from a different region, to obtain equality and self determination.**

Specific details will depend on the countries selected but the following aspects could be compared and contrasted:

- armed revolt or terrorist activity.
- military assistance from external co-religionists.
- civil disobedience.
- lobbying the government and seeking redress through legislation.
- appealing to an international organisation.
- seeking internal and external publicity.

*[0 to 7 marks]* for inadequate knowledge, or if only one state or one region is addressed.

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

*[11 to 13 marks]* for explicit comparison.

*[14 to 16 marks]* for detailed and structured comparison.

*[17+ marks]* for balance, wide knowledge and an analytical comparison.

**28. Assess the effects of the persecution of religious minorities during the twentieth century.**

This question requires candidates to assess the effects of religious persecution during the twentieth century. It does not state the effects on whom or what, therefore all effects could be covered, *e.g.* on the minorities (which could range from discrimination to death), on those doing the persecuting (which could range from economic effects, gains and losses, political advantages, international criticism, even retaliation), and wider, perhaps world wide effects. Allow Jews as a religious minority in *e.g.* Germany.

If only one religious minority is addressed, mark out of **[14 marks]**.

**[0 to 7 marks]** for unsupported sweeping comments.

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

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

**[14 to 16 marks]** for structured answers assessing the effects of religious persecution.

**[17+ marks]** for depth and detail of assessment.

**29. For what reasons, and in what ways, did integration affect the role and status of women belonging to ethnic/racial minorities?**

The status of women in many cultures varied more than that of men in the twentieth century therefore it was often harder for women in minorities to integrate. It was also difficult for men to accept the integration of their wives, daughters, and sisters in some countries. Candidates need to explore this problem, focusing on reasons why this was so, and the results for men, women and the government in integrating minorities.

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

**[8 to 10 marks]** for narratives with implicit reasons and results.

**[11 to 13 marks]** for specific examples and explicit focus on reasons and results.

**[14 to 16 marks]** for well focused, analytical answers.

**[17+ marks]** for balanced interpretations and original thought.

**30. “The treatment of minorities improved in the second half of the twentieth century.” To what extent do you agree with this judgment?**

Since knowledge of Nazi atrocities upon the Jews was made known world wide, and with the foundation of the United Nations, more emphasis (and at least lip service), has been given to not persecuting or discriminating against minorities. It is up to candidates to produce a reasoned argument, either agreeing with, or challenging the view, that treatment of minorities has improved. Case studies should be used. Candidates will probably be able to produce evidence for both improvement and lack of it.

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

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

*[11 to 13 marks]* for genuine attempts to present a reasoned argument.

*[14 to 16 marks]* for thoughtful, structured analytical answers, based on specific evidence.

*[17+ marks]* for original thought or perceptive comments and analysis.

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