

MARKSCHEME

November 2002

HISTORY

Higher Level and Standard Level

Paper 2

Topic 1: Causes, practices and effects of war

1. Assess the aims of *two* countries entering the First World War. To what extent were they successful in achieving their aims?

This is not likely to prove an easy question as candidates prefer to tackle the causes of the First World War in very general terms. Here for the first part they have to identify the aims of two countries in actually entering the war. Many will no doubt choose Germany, suggesting the aim of preventing the weakening of her ally Austria/Hungary, which could have left her exposed, her fear of proposed reforms and build up of the armed forces in both Russia and France. Perhaps the imperial designs of Germany, especially of the army, against the western powers will be discussed and the feeling that Germany was ready for war in 1914.

For Russia it could be said she feared the weakening of her ally Serbia, and felt that a stand had to be taken against the ultimatum, also the feeling that Russia had already conceded too much in the Balkans. For Britain the fears were of Germany becoming too powerful at the expense of France, thus the wish to preserve the balance of power, the fear of Germany reaching the Channel, and the final straw the determination to preserve an independent Belgium across the North Sea.

Of course other participants could be chosen.

As to how far the chosen countries were successful in achieving their aims; to a certain extent, Germany did prevent the increase of military power in France and Russia, and also prevented the political revival of tsarist Russia. Serbia was not destroyed but otherwise Russia did not achieve her aims. Although Britain, like France suffered economically, Belgium was preserved and the Germans did not establish themselves the other side of the Channel.

[7 marks] and below for a “general causes” answer.

[8 to 10 marks] for a narrative of why two countries entered the war.

[11 to 13 marks] for some focus on aims and how far they were achieved.

[14 to 16+ marks] for real focus on and analysis of aims and achievements.

2. In what ways, and with what results for twentieth century wars, did tactics change?

Basically the reasons for changes in twentieth century war tactics stemmed from technological inventions and developments in weapons and especially war “machinery” for fighting on land, at sea and in the air. Those candidates who study this aspect of warfare should have no difficulty in explaining the changes of tactics in fighting wars.

As to results, the twentieth century saw two world/total wars and a series of localized wars. The horror of an all out nuclear war to a certain extent led to the return of smaller rather than global wars.

There is of course much that could be discussed, and no set pattern of response.

[7 marks] and below for a sparse general answer.

[8 to 10 marks] for some description of tactics.

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

[14 to 16+ marks] for analysis of the reasons for changes and the global results, with original thought reaching the top bands.

3. Compare and contrast the causes of the Russian Civil War and the Spanish Civil War.

The Russian Civil War began at the end of 1917 with the first organized resistance of the counter-revolutionary armies against the newly formed Bolshevik government. The Spanish Civil War began with a revolt of army officers in Morocco against the Popular Front Republican Government. Thus both began as revolts against the government in power, both were against left wing/socialist governments and both occurred after periods of political unrest and uncertainty. Both also had much input from outside powers. In contrast the powers supporting the rebel Whites in the Russian Civil War were “Imperialists”, whilst socialists supported the Republicans and Fascists supported the insurgents, in the Spanish war. The Spanish split was caused more by religion and economic causes than the Russian one.

[7 marks] and below if only one civil war is addressed.

[8 to 10 marks] for brief end-on narratives of causes of both.

[11 to 13 marks] for focused end-on descriptions with good linkage, or slightly unbalanced comparative structures.

[14 to 16+ marks] for a balanced comparative structure with specific details.

4. Analyse the use and effects of propaganda in two wars, each chosen from a different region.

This question requires an explanation and analysis of the use and effects of propaganda, for example the methods (radio, television, the press, rallies, resources) used by the government. It might also involve a discussion of censorship, and how this affected the outcome of the wars. Did it help to achieve victory, was it positive or negative, was it an essential part in the war effort, *etc.*? It is unwise for any candidate to tackle this question, unless a specific study has been carried out.

[7 marks] and under for vague general answers or one country, or one region.

[8 to 10 marks] for descriptive answers.

[11 to 13 marks] for some focus on both use and effects.

[14 to 16+ marks] for good analysis of effects.

5. Why were the intentions of those responsible for treaties rarely fulfilled?

No doubt the main treaty to be used will be the Treaty of Versailles, but treaties is in the plural so at least demand that the difficulties for those engaged in making treaties in general in the twentieth century are discussed and hopefully illustrated with specific examples. The intentions of treaty makers, are they appropriate, selfish, timely, indeed is it ever possible to restore good will with a treaty? The different aims of the participants, not only those on “opposite” sides, but even those on the same side, could be examined (Versailles is a good example). The necessity of including both sides, the bitterness following a conflict, the desire for revenge, for reparations, for safeguards *etc.* These are some of the problems that could be discussed.

[8 to 10 marks] for a narrative of a treaty, noting some problems.

[11 to 13 marks] for discussion of intentions, aims, problems.

[14 to 16 marks] for analysis based on specific examples.

[17+ marks] for thoughtful and balanced analytical interpretations of the question.

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

6. **“Opposition to colonial rule was the main reason for the formation and success of independence movements outside Europe since 1945.” To what extent do you agree with this statement?**

Candidates need to explain how and why there was opposition to colonial rule after the Second World War, from both the points of view of the peoples seeking independence being better educated, trained, having fought in the war, *etc.* and the weakness of the colonial rulers after the war. Opposition to colonialism was also fostered by the United Nations and the USA. Most will agree that it was the main reason for the independence movements. No numbers of independence movements are stated, but for a satisfactory mark specific movements should be discussed.

[7 marks] and under for vague description of opposition to colonialism.

[8 to 10 marks] for narratives of one or two independence movements.

[11 to 13 marks] for the connection of opposition to colonial rule with the independence movements.

[14 to 16+ marks] for direct focus on opposition and specific independence movements.

7. **In what ways, and with what results, did the Second World War affect relations between colonial powers and colonial people in *either one* African country *or one* Asian country?**

This question requires a direct correlation to be made between the Second World War and the colonial power and the colonial people in one specific African or Asian country. It suggests that the attitude of the people during the war, or the events of the war, such as conquest by the Japanese should be examined. A British, Dutch or French colony would be very suitable, for example, India, Indonesia or Vietnam. The events leading to independence after the war should then be explained. Specific details will of course depend on the country chosen. Colonial India could be counted as one country, or a specific part of the Indian sub-continent used as an example on its own.

[8 to 10 marks] for a narrative of the events in the war and its after effects.

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

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

[17+ marks] for good balance or perhaps different interpretations of the situations.

- 8. Assess the main problems facing rulers of new non-European states in the ten years following independence. Examples should be given from *two* states each chosen from a different region.**

This is a straightforward question demanding an assessment of the main problems, for example political, economic, social, tribal, religious, foreign relations, neo-colonial, *etc.* that faced the rulers of two new states in the decade following independence. Specific details will depend on the states chosen, which must be from two different regions, excluding Europe.

[7 marks] and under if only one state or one region is selected.

[8 to 10 marks] for narrative of two valid states.

[11 to 13 marks] for focus on problems facing the rulers of the new states.

[14 to 16+ marks] for an analytical approach which explains the cause/origin of problems.

- 9. Compare and contrast the social and economic changes made in Algeria and Kenya since independence.**

Algeria became independent in 1962, under Ben Bella, who was overthrown by Boumedienne in 1965, and Kenya obtained self government in 1963 and became a republic in 1964 under Kenyatta. Both countries tried to develop their social and economic positions. There were some similarities such as the importance of oil and petroleum products, the attempted development of education and financial institutions and the fact that for most of the time both countries were one party states. But because of racial, geographic and religious differences, social and economic developments were very different. Kenya was a diverse tribal and ethnic society, whereas Algeria was in excess of 82 % Arab. Many religions were present in Kenya, but Islam was the religion of Algeria. Kenyatta tried to combat tribalism and his rule was directed to harmonious relations. The regime of Boumedienne was left wing, harsh and autocratic. Agriculture was important for Kenya, but Algeria had to import most of her food.

[7 marks] and below if only one country is addressed.

[8 to 10 marks] for some descriptive material of both countries.

[11 to 13 marks] for satisfactory comparative and contrasting elements.

[14 to 16 marks] for good comparative structured answers.

[17+ marks] for detail, balance or perhaps different interpretations.

10. Account for the successes and failures of *one* ruler of a newly independent non-European state in the second half of the twentieth century.

The successes and failures of the chosen ruler could probably be explained by assessing the previous regime, its neglect of education, training, infrastructure, and political and economic development, or the opposite, with some preparation for independence, also the way independence was obtained, if there was bitterness, economic loss, or help from the former colonial power. The new ruler needs to be assessed for commitment, ability, or perhaps greed or overwhelming ambition. Another factor could be global politics – perhaps the Cold War’s impact, and the absence or presence of natural disasters. Consideration of at least some of the above factors should answer the question.

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

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

[14 to 16 marks] for analysis of the reasons for successes and failures.

[17+ marks] for either or both analysis or different interpretations of important factors.

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

11. Assess the main difficulties faced by *two* would-be rulers of single-party states in their bid for power.

The first point to make is that the question is about “would-be rulers”. There is no need to go beyond the acquisition of power (or the failed attempt). A previous question on this topic was mistaken by many who wrote about the difficulties when in power. Some areas to include are: the strength of and opposition to the regime which the would-be rulers are trying to overthrow; external forces or support for the regime, opposition within the would-be ruler’s own party, lack of support in personnel and money. Every circumstance is different, especially in its historical background, with geography, local politics and chronology all being important and individual factors. For example, the difficulties faced by Lenin, Hitler and Mao, all of whom would be very suitable for this question, were very different. The personality of the would-be ruler also was responsible for some of his difficulties.

[8 to 10 marks] for narratives of the rise to power of two rulers, with implicit difficulties.

[11 to 13 marks] for focus on the difficulties encountered.

[14 to 16 marks] for clear explanation and assessment of the two leaders’ difficulties.

[17+ marks] for good balance, detail and analysis of both would-be leaders.

12. Analyse the foreign policy of *two* rulers of single-party states, each chosen from a different region.

Another question which leaves the selection of rulers to the candidate, but this time they must be from different regions. Some suggestions for consideration are: the importance placed on foreign policy, aims and motives, *e.g.* to obtain support for domestic issues, to retain power, *etc.* global or wider issues, for example in relation to one of the world wars or the Cold War. A judgment as to success or failure would also be relevant.

[7 marks] and under if only one region is addressed, or one ruler very briefly.

[8 to 10 marks] for partial accounts of both, or perhaps a very good account of one only.

[11 to 13 marks] for satisfactory detail and analysis – which might be implicit.

[14 to 16 marks] for good explicit analysis.

[17+ marks] for detail and balance, in a full analytical answer.

13. Explain the successes and failures of *either* Mao in China *or* Perón in Argentina.

The areas within the rule of either Mao or Perón are not defined, therefore any area within China or Argentina would be acceptable, including their rise to power.

However rise is not essential, candidates can concentrate on their period of power in their respective countries. Their domestic and foreign policies, their standing and reputation at home and overseas, the standard and quality of life during their rule, would all be relevant. A final overall judgment, a success or a failure, could also be given.

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

[11 to 13 marks] for explicit attention to success and failure.

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

[17+ marks] for perceptive, balanced answers with perhaps different interpretations of success and failure.

14. To what extent was the USSR an orthodox Communist state under *either* Lenin *or* Stalin?

Clearly the USSR under both Lenin and Stalin was a Communist state, and it was based on the principles of the Communist Manifesto of 1848 but what the question is asking is how strictly the Communist or Marxist principles were adhered to. Candidates need to cover both sides, the way it was Communist, nationalization, state control of industry, agriculture, establishment of a state bank, a centralized state, directed by the party, land redistribution, abolition of inheritance, a legal obligation on all to work, and the provision of state education. Lenin claimed that two revolutions were necessary, the socialist one, then the Communist one. It can be claimed that a truly Communist state has never existed. Lenin was forced to replace War Communism by his New Economic Policy and for Stalin the importance of the Marxist Leninism that he continuously proclaimed as his ruling philosophy, was to keep him in power. Candidates could cite the cruel totalitarian regimes of both leaders to be far removed from the theoretical, utopian communism.

[8 to 10 marks] for descriptive answers on Communism under Lenin or Stalin.

[11 to 13 marks] for attempts to unravel Communism as practised, from that of the Manifesto.

[14 to 16+ marks] for well structured and focused answers with the distinction of what was and what was not genuine Communism.

15. Evaluate the impact of the policies of *two* rulers of single-party states on the role and status of women.

Candidates can choose any two rulers of single-party states, and show the effects, results of the rulers' policies on the role and status of women. Some of the effects will be in the form of definite laws or policies either to impose more equality, opportunities, education *etc.* for women, either through belief or to win female support. Other changes could be incidental fallout from other policies. Several well known single-party rulers, such as Hitler, Mao, and Perón had definite policies for women, and these should be known. Of course some policies had an adverse effect.

[7 marks] and under for vague answers with no specific evidence.

[8 to 10 marks] for narrative accounts of the lives of women.

[11 to 13 marks] for attempts to assess the impact through specific material.

[14 to 16 + marks] for specific material, well analysed to explain the impact.

Topic 4: The establishment and work of international organizations

16. For what reasons, and with what results, was the League of Nations set up in 1919?

Reasons will no doubt revolve around the First World War and the desire of the treaty makers, especially Wilson to prevent a future catastrophic war. Candidates can develop this idea, and point out its strength and weakness in 1919.

The results will probably take the form of its successes and failures. It is hoped that candidates will give more credit than they usually do to both the framers and the policies, especially during the 1920s. No doubt the final result will be its breakdown, but for a good mark there must be a thorough analysis of the cause of the breakdown. If it had been set up differently, could the breakdown have been avoided?

[8 to 10 marks] for descriptive answers with at least implicit reasons and results.

[11 to 13 marks] for structured but perhaps largely narrative reasons and results.

[14 to 16 marks] for analysis of reasons and results.

[17+ marks] for balance, or depth of analysis, or different interpretations.

17. To what extent could it be said that the twentieth century was “the century of international organizations”?

This is a question set to allow original and imaginative – but well-supported essays. The question could be addressed in various ways: what were the circumstances, technological and political, that spawned international organizations? Was the twentieth century over-endowed with international organizations? Were international organizations nothing more than new tools for the exercise of power politics and diplomacy? Were they the ally of the weak or the strong? There is of course no right answer to this question.

[7 marks] and under for unsupported generalizations.

[8 to 10 marks] for a description of some well known organizations.

[11 to 13 marks] for attempts to answer it with specific details.

[14 to 16+ marks] for philosophical original answers.

18. Evaluate the impact on social and economic affairs in one or more countries of *two* regional *or* international organizations.

No doubt candidates, quite legitimately, will choose the League of Nations and the United Nations for this question. They must however only deal with how these organizations affected social and economic affairs, health, childcare, education, employment, *etc.* Some of the specialized agencies such as ILO, Unesco, UNRWA, Unicef, and WHO, would be ideal. Specific details of their work in one or more named countries should be given and evaluated.

[8 to 10 marks] for relevant narrative/descriptive material.

[11 to 13 marks] for explicit evaluation of the impact in specific areas.

[14 to 16+ marks] for specific details and evaluation or analysis of social and economic affairs.

19. To what extent did international organizations affect political developments in the second half of the twentieth century in *two* countries, each chosen from a different region?

Political developments could include peacekeeping, attempted settlement of disputes internally or between two or more countries (including border disputes), appeals against aggression from countries being attacked *etc.* Again the United Nations will probably be chosen, and two countries, from different regions that would be suitable for examples are Korea 1950 and the Congo 1960. Other suggestions are Palestine 1947, Kashmir 1948, Indonesia 1962, Cyprus 1964. Failures to act included Hungary 1956, and Czechoslovakia 1968.

[7 marks] and below if only one country or one region is addressed.

[8 to 10 marks] for narratives of events.

[11 to 13 marks] for focus on the effects on political developments.

[14 to 16 marks] for analysis of how the intervention affected political developments.

[17+ marks] for balance between the two examples and perhaps different interpretations.

20. Explain the nature and evaluate the success of *two* United Nations special agencies.

This is a narrower question than number 18, and requires detailed knowledge of the two chosen agencies. Examples of the agencies in action can be given for any relevant countries, that is wherever the agencies have acted. This question should not be attempted unless case studies of UN agencies have been researched and studied.

[8 to 10 marks] for accounts of the work of two agencies.

[11 to 13 marks] for explanations of the aims, and comments on the success of two agencies.

[14 to 16+ marks] for both a clear explanation of the aims, and assessment of the work.

Topic 5: The Cold War

21. Account for the emergence of the two superpowers between 1945 and 1950.

This will probably be a popular question. Candidates need to explain events between 1945 and 1950 (note: it is not necessary to begin in 1917) that caused the split between east and west after the war, and how and why the east was represented by USSR, and the west by USA, both of whom became known as superpowers, because they dwarfed their allies (who had suffered in the war), due to their size, resources, *etc.* Rivalry could be explained by different ideologies, political structures, aims and ambitions, as well as fear and old fashioned power politics. Actual events, such as Berlin, Truman Doctrine, Marshall Plan, Korea *etc.*, which are well known to IB candidates should be used to illustrate the split and rivalry.

[8 to 10 marks] for events from 1945 to 1950 with implicit assessment.

[11 to 13 marks] for explicit focus on emergence and rivalry.

[14 to 16+ marks] for analysis of emergence and rivalry.

22. In what ways did the Cold War affect the lives of people living in *two* developing countries?

This will probably not be a popular question. Candidates need to show how the rivalry of east and west in the Cold War led to both sides trying to gain support and offering aid to developing countries, or wishing to use them, supplying arms, and encouraging rebellions, civil war *etc.* in order to gain an ally or a foothold in the country. Thus in some cases living was better, in others war caused death and destruction.

[8 to 10 marks] for accounts of events in two countries.

[11 to 13 marks] for explicit attention to the lives of the people.

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

23. Assess the effects of events in Cuba on the development of the Cold War.

This will also be popular, but to obtain a good mark, candidates must do as the question demands, and assess the effects of events in Cuba, that is Castro's adoption of Communism, Russian aid, USA opposition, Bay of Pigs, Missile Crisis and its aftermath, on the development of the Cold War. The overall situation between east and west; the fluctuation in tension; how serious these events were in the overall development of the Cold War; the effects on other Cold War events may be covered.

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

[11 to 13 marks] for explicit assessment.

[14 to 16 marks] for focus on development of the Cold War as a whole.

[17+ marks] for in-depth analysis with different views of the importance of Cuban events.

24. To what extent was the Vietnam War part of the Cold War?

This should be a well known area, assessing in what ways the Vietnam War was a civil war and in what ways it should be regarded as part of the Cold War. Candidates need to go into the origin of the war, analyse motives and responsibility, and show why it escalated and was so important for the USA.

[8 to 10 marks] for narratives with implicit attention to Vietnam as part of the Cold War.

[11 to 13 marks] for answers which try to establish and reach a conclusion about its origin.

[14 to 16+ marks] for an analytical and balanced approach which explores both sides.

25. Define “containment”, and analyse its importance in Cold War developments.

Containment could be defined as the policy adopted by the USA in 1947 in response to Russian expansion after the Second World War, with the aim of containing Communist influence to its existing territorial limits. Its clearest exposition was given by George Kennan, who argued that the USSR was more likely to be deterred from expansion by a resolute stand.

The policy was pursued by economic assistance to Europe under the Marshall Plan, and by armed intervention as in Korea and Vietnam. Candidates should evaluate it by discussing its merits and dangers, whether it contributed towards ending the Cold War, or prolonged it or made it more dangerous.

[8 to 10 marks] for a brief definition and some account of containment.

[11 to 13 marks] for a definition and evaluation of some containment policies.

[14 to 16 marks] for a clear definition and analysis of the importance of the policy.

[17+ marks] for balance and realization of different views of the policy.

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

26. In what ways did the position of an ethnic/racial minority change in *one* country in the first half of the twentieth century?

Candidates need to select an ethnic minority and show how and why the position of the minority either improved or worsened. Allow the Jews in Germany, also African-Americans in USA might also be selected, but note the given dates.

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

[11 to 13 marks] for explicit note of changes.

[14 to 16+ marks] for focus on changes and explanations.

27. To what extent were gender issues affected by religious policies in one or more states?

The most likely choice would be Muslim states which maintained Islam by the passing of state religious laws. However it should be noted that frequently the true Muslim religion was not enforced, but a form which it was thought benefited rulers.

[8 to 10 marks] for narratives.

[11 to 13 marks] for answers which showed how the religious policies affected women's lives.

[14 to 16+ marks] for informed analysis.

28. For what reasons, and with what results, were ethnic minorities discriminated against in *two* countries, each chosen from a different region?

Political, religious, economic and social reasons could be discussed, and the results of the discrimination would probably have varied from minor inconvenience to death.

[7 marks] and below if only one country or one region is addressed.

[8 to 10 marks] for narrative accounts of discrimination in two countries.

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

[14 to 16 + marks] for balance and different points of view.

29. How and why did the position of *one* ethnic or religious minority change in the second half of the twentieth century?

This question is on changes in the second half of the twentieth century. Any minority in any one country can be examined, but specific examples of why the position changed, for good or evil, and the results for the minority and for the country as a whole, should be discussed.

[8 to 10 marks] for narratives with implicit how and why.

[11 to 13 marks] for clear attention to how and why.

[14 to 16+ marks] for analysis of how and why.

30. “The position of any minority, racial or religious, is always difficult.” To what extent does the study of minorities in the twentieth century support this view?

This is an open and more general question which allows candidates to discuss both the philosophical, ideological and practical problems of minorities and their treatment. Views should of course be supported by specific details as evidence.

[8 to 10 marks] for some accounts of minorities’ difficulties.

[11 to 13 marks] for discussion of the issues.

[14 to 16+ marks] for original and analytical essays.
