

MARKSCHEME

May 2002

HISTORY

Higher and Standard Level

Paper 2

Notes on Individual Questions

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

Topic 1: Causes, practices and effects of war

1. Compare and contrast the causes of the First and Second World Wars.

This will probably be a popular question: candidates who use their knowledge in a structured comparative framework will score well. Those who write all they know and leave the examiner to judge similarities and differences will not.

Germany played an important role in both. Comparisons could include: First World War: support of Austria, militarism, ambition of the Kaiser William II; Second World War: effects of Versailles, Nazis, and aggressive foreign policy of Hitler. Nationalism: First World War, Balkans and Germany. Second World War: Germany, Hitler, “Living space”. Alliances, various for both.

Contrasts could include: different aims of Germany (both); Imperialism, arms’ race (First World War) Versailles; appeasement (Second World War).

[7 marks] and below will be scored if only one war is tackled.

[8 to 10 marks] can be awarded for end on accounts with implicit comparison.

[11 to 13 marks] answers should be full end-on accounts with explicit comparative linkage or slightly unbalanced comparative structures.

[14 to 16 marks] may be scored for comparative structures with good knowledge, balance and analysis.

[17+ marks] candidates should demonstrate good balance and in-depth knowledge, and perhaps different interpretations.

2. Analyse the changes in the nature of warfare during the twentieth century.

A wide question, accept a wide interpretation of changes and nature. A good answer would probably select categories of change such as weapons, from guns to atom bombs and guided missiles, transport and war vehicles on land sea and air, from horses through aircraft developments to sophisticated submarines, or base the answer on technology and war or the different types of war, such as guerrilla, limited, total *etc.* For top bands changes and nature will be linked. Do not expect all the above and note that two very different answers can score the same mark.

[7 marks] and below should be given for an inadequate general answer.

[8 to 10 marks] will be scored for narrative, perhaps chronological, with implicit focus on changes and nature.

[11 to 13 marks] answers will require a more explicit focus on changes and nature.

[14 to 16 marks] may be awarded for a structured analytical approach supported by specific evidence.

[17+ marks] answers could be original, balanced or contain different interpretations.

3. Why were there so many civil wars in the twentieth century?

There is clearly no “correct” answer to this question, and a well thought through essay will score better than one which describes two civil wars with implicit reasoning for why each one occurred. The connection of civil war to a political doctrine *e.g.* Communism (China, Korea, USSR, Vietnam), or Facism (Spain), or racial/ethnic (Nigeria/Biafra, Bangladesh) could be a suitable structure. It could also be noted that developments in transport and communications led to greater outside involvement or interference in internal disputes and helped to foster or prolong civil wars.

[8 to 10 marks] will be scored for a narrative of say two wars or a general essay mentioning several.

[11 to 13 marks] should be awarded for an account of two or three wars with emphasis on “why”, or an attempt at a structured essay.

[14 to 16+ marks] candidates will write structured analytical answers that explain “why”.

4. **Examine the effects of war and the fear of war on the civilian population of *two* countries, each chosen from a different region.**

This question addresses the civilian population of two countries that are officially at war. The chosen countries may or may not be “battlegrounds” but must be from different regions. All genuine effects, political social and economic would be relevant such as the fall of a government, rise of a dictator, a wartime coalition, deprivation of freedom, of necessities, such as food, of luxuries perhaps petrol for holidays, changing work patterns, fashions, propaganda, high or low morale, high taxation, poverty, and of course the actual effects of fighting, invasion or bombing bringing civilian injuries and deaths.

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

[7 marks] and below should be given for a few assertions about unnamed countries.

[8 to 10 marks] will be scored for descriptive answers which do feature specific countries and wars.

[11 to 13 marks] answers would require better focus on effects.

[14 to 16+ marks] would be awarded for structured answers with sufficient detail and an analytical examination.

5. “The Korean War was a limited war, a civil war, and an episode in the Cold War.” To what extent do you agree with each part of this assertion?

Candidates should take each part and address it by saying in what ways the quotation fits or does not fit.

Limited could suggest that fighting remained in Korea and officially the USSR was not fighting. But, there was widespread participation (UN) and heavy USA involvement as well as many casualties, about 4 million.

Civil war, yes, north against south, and based on the political differences of the two.

Cold War, because it was the communist north supported by USSR and China against the west, especially USA who used the United Nations in their policy of containment.

Candidates might also point out that it developed out of the Second World War.

[8 to 10 marks] will be scored for answers that narrate the war briefly and agree with the quotation.

[11 to 13 marks] could be obtained by answers which are largely narrative but make specific reference to the three parts of the quotation.

[14 to 16 marks] answers would be structured on the three parts and include adequate detail and argument.

[17+ marks] should be awarded for good balance of the three parts, or different interpretations.

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

6. For what reasons, and with what justification, was there opposition to colonial rule in two countries, each chosen from a different region?

Exact reasons for opposition to colonial rule and how far it was justified will depend on the countries chosen, but for most, lack of political opportunities and desire to take part in governing their own country will be mentioned. It was a time of rising nationalism triggered by a feeling of unfairness with a lack of education, job opportunity *etc.* For many there was discrimination, poverty and exploitation. These will be given also for justification based on natural justice and human rights. Some may however note that colonial administrators enforced some kind of law and order and a workable administration.

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

[7 marks] and below should be scored for vague denunciations of colonial rule in unnamed countries.

[8 to 10 marks] will be given for narratives relating to two countries with implicit reasons.

[11 to 13 marks] would be awarded for narratives with explicit focus on reasons and justification, slightly or unbalanced structured essays.

[14 to 16+ marks] should be reserved for balanced analytical structured essays on two acceptable countries.

7. Assess the origin and outcome of *two* wars of decolonisation.

Origin means why the wars were fought, the nature of the colonial regimes that were opposed and the growth and formation of the opposition/independence movements that were fought, and how they reached fighting wars of decolonisation. Outcome means success or failure to win the wars, end the colonial regimes and form new independent states. Accounts of the wars are not required although reasons for success or failure could be relevant. Details will of course depend on the wars chosen.

Two wars are required; they need not be from different regions but if only one war is given mark out of **[12 marks]**.

[8 to 10 marks] would be given for narratives of two wars with implicit assessment of origin and outcome.

[11 to 13 marks] can be scored for narrative with more explicit assessment, or perhaps for those with focus on origin and outcome but are slightly unbalanced.

[14 to 16 marks] answers would demonstrate exact focus on origin and outcome and adequate/good detail and assessment.

[17+ marks] candidates will write balanced essays with equal and full treatment of the origin and outcome of the two wars and/or knowledge of different interpretations.

8. In what ways, and for what reasons, have economic and social problems hindered the development of *either* Cuba *or* other areas of the Caribbean?

Candidates need to explain how and why Cuba or another island or islands of the Caribbean have encountered economic and social problems such as lack of education, healthcare, agricultural and industrial development *etc.*, which have resulted in continued poverty and underdevelopment. Specific material will depend on the area chosen. Accept Cuba after the overthrow of the Spanish and/or after Castro's victory over Batista. Colonialism, geography, Cold War politics, inexperience in political and economic affairs would probably be relevant which ever area is chosen.

[8 to 10 marks] would be the band for narrative/descriptive answers with implicit how and why.

[11 to 13 marks] should be scored for fuller accounts with explicit accounting for continued problems.

[14 to 16 marks] answers will be structured, balanced and contain analytical explanations.

[17+ marks] candidates will write essays with an extra dimension such as different interpretations or showing positive aspects of what has been achieved.

9. Examine the political problems faced by *either one African or one Indian state in the second half of the twentieth century.*

Political problems could cover: form of government; constitution; franchise; ideology; the economy to satisfy the electorate; finance, raising sufficient taxes to govern; as aligned or non aligned in the Cold War; foreign policy; neo-colonialism, *etc.*

Exact details will depend upon the countries chosen. Do not expect examination of all the areas suggested above and accept a “wide interpretation” of political.

[8 to 10 marks] should be awarded for a chronological narrative referring to problems, perhaps implicitly.

[11 to 13 marks] answers require a better focus on political problems in a narrative or structured framework.

[14 to 16+ marks] would be reserved for structured essays which focus on, and analyse, problems.

10. “New states have found it impossible to implement democracy.” To what extent do you agree with this verdict?

Ideally candidates should define democracy and discuss both new states that have failed to maintain democracy and become dictatorships—perhaps as a result of a personal or military coup—and new states that have succeeded as democracies. Following this could be an assessment as to whether democracy is always the ideal form of political ideology or government for new states, especially those that are underdeveloped and unprepared educationally.

The question is meant to promote discussion in the context of political development in new states.

[7 marks] and below will be scored for unsubstantiated assertions in unnamed states.

[8 to 10 marks] should be given for narrative accounts of political development in one or two new states.

[11 to 13 marks] answers require a more explicit discussion based on the quotation.

[14 to 16 marks] should be awarded for structured, analytical and thoughtful essays.

[17+ marks] would be reserved for answers which discuss different approaches or interpretations in depth and with details.

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

11. Analyse conditions that led to single-party states during the twentieth century.

Probably the best way to answer this question could be to structure the essay around the conditions that existed in many of the countries that became single-party states, such as defeat in war, weak economies, under-development, autocratic or weak rulers or governments, followed by an account of the preparations for a “take-over”, ideological revolution, military coup *etc.* Reference should be made to specific examples at every stage.

However many if not most candidates will probably narrate the rise of one or two single-party state rulers and no doubt Hitler and Weimar will feature frequently. Candidates could legitimately base their answers on one detailed case study and refer to similar situations throughout.

[8 to 10 marks] will be given for one or two narratives with implicit reference to conditions, or a general essay with just enough specific evidence.

[11 to 13 marks] answers require more depth and details and explicit reference to conditions; a very good assessment of one state could reach this band.

[14 to 16 marks] should be awarded for structured analytical answers including those based on two states.

[17+ marks] would be scored for balanced analytical essays with intelligent perception or different interpretations.

12. Compare and contrast the domestic policies of Hitler and Stalin.

Some examples to use for comparison are: state intervention in the economy; production of armaments for war; propaganda; education; treatment of opposition including censorship, terror, concentration camps; use of party machinery.

Contrasts could include: agriculture; Stalin’s purges; Hitler’s treatment of the Jews; the churches and religion—also differences in some of the points of comparison could be noted.

[7 marks] and below will be scored if only Hitler or Stalin is mentioned.

[8 to 10 marks] answers will be end-on accounts with implicit comparison or inadequate/unbalanced attempts to write a comparative structure.

[11 to 13 marks] candidates will write end-on accounts with good linkage throughout, or imperfectly balanced answers in a comparative structure.

[14 to 16 marks] should be awarded for detailed balanced answers in a comparative framework.

[17+ marks] could be given for an analytical essay in a comparative structure with an extra quality such as different interpretations.

13. In what ways, and for what reasons, did *two* rulers of single-party states, each chosen from a different region, fail to achieve their objectives?

This question demands an explanation of how and why two rulers of single-party states failed in some or all of their aims and policies. Good candidates will probably state the aims and objectives first then analyse them for failure—and success. Two separate case studies are acceptable, indeed expected, but surprisingly many IB candidates turn a question like this into a comparative one. Many candidates will probably select Hitler or another European dictator together with Mao or Perón or Castro. There should be much known material for this question as political, economic and social policies are all relevant together with foreign policy.

If only one ruler is addressed mark out of *[12 marks]*.

[8 to 10 marks] would be scored if the candidate provides all that is known about the two rulers with implicit reference to failure.

[11 to 13 marks] answers require explicit reference to aims and non-achievement.

[14 to 16 marks] essays will be focused and structured on objectives and contain analysis of their failure.

[17+ marks] should be awarded for excellent analysis, detail, and perhaps different interpretations.

14. Explain and examine the methods used by *one* of the following rulers of single-party states, to obtain and keep power: Lenin; Mao; Perón.

Candidates need to explain how their selected ruler achieved power, such as Lenin in a revolution, Mao in the Long March and civil war and Perón, as part of a military seizure of power, was given office in government, then elected president. Their support and tactics need to be explained and analysed. For “keep power” policies, measures, legal and with use of force, propaganda, wooing the populace with populist measures, and eliminating opposition, would be relevant for the three. Their ideologies could also be assessed as well as their use of foreign policy to boost their position, if applicable.

[8 to 10 marks] will be given for a narrative with implicit reference to methods.

[11 to 13 marks] answers require more explicit assessment of methods.

[14 to 16 marks] candidates will write a structured essay which clearly explains and analyses the methods used both for obtaining and keeping power.

[17+ marks] will be scored for essays with an extra dimension of analysis or interpretation.

15. Assess the treatment of women *and* religious groups in *two* single-party states.

Candidates need to name the chosen states and the religious groups which could be majority and/or minority religions, and in a thorough answer will be all the main religions in the two chosen states. In Nazi Germany, for example, not only Jews, but Catholics and Protestants, break-away and Nazi supporters, should be assessed. In various states some religious groups held a privileged position whilst others were disadvantaged, even persecuted. This must be explained. Similarly the status and treatment of women, advantages, disadvantages, opportunities and repression must be assessed.

This is not an easy option and candidates who have not undertaken case studies on religious groups and women should not attempt it.

If only one state or only either women or religious groups are tackled, mark out of **[12 marks]**.

[7 marks] and below should be given for vague comments in unnamed states.

[8 to 10 marks] will be awarded for descriptive answers with implicit assessment.

[11 to 13 marks] answers will contain explicit comments in more detailed answers.

[14 to 16+ marks] would be scored for full, focused, structured analytical answers.

Topic 4: The establishment and work of international organizations

16. Account for the establishment of *two* international or *two* regional organizations.

Candidates need to explain why their chosen international or regional organizations were founded, that is the situation or circumstances that appeared to demand such an action, and the actual methods used, the type of organizations instituted, the rules/constitution governing them *etc.* Actual details will depend on the candidates' choice. No doubt the League of Nations and the United Nations will be popular selections.

If only one organization is used mark out of *[12 marks]*.

[8 to 10 marks] should be scored for a narrative account of two foundations.

[11 to 13 marks] will be given for a better and fuller explanation of the circumstances, such as the search for peace after the First World War for the League of Nations.

[14 to 16 marks] answers require explicit analysis of both the circumstances leading to, and the actual establishment of both organizations.

[17+ marks] would be reserved for a well balanced essay with more or less equal given to both the chosen organizations.

17. Compare and contrast the social and economic policies of the League of Nations and the United Nations.

Some suggestions for comparison: post war economic reconstruction; international loans; ILO (International Labour Organization), to improve working conditions world-wide; work with refugees.

For contrast: League concentrated more on immediate post war problems in or relating to Europe; UN was more world orientated, and ongoing, with preventative measures and developmental improvements; UN had more social and economic specialised agencies (14), including UNESCO, UNRRA, FAO, WHO, UNICEF.

[7 marks] and under will be scored if only the League or UN is addressed, or political aspects or peacekeeping is described.

[8 to 10 marks] answers should be given for end-on accounts with implicit comparison.

[11 to 13 marks] candidates will write end-on accounts with good comparative linkage or a slightly unbalanced comparative structure.

[14 to 16 marks] would be awarded for good comparative structures with adequate coverage of similarities and differences.

[17+ marks] could be scored for essays that offer excellent comparisons, or different interpretations, or perhaps explain concepts or the connection between the two.

18. Analyse the political role and the impact of *one* of the following: the Arab League; the Commonwealth; the Organization of American States.

Political role suggests that the aims and policies of the chosen organization should be analysed, and the impact requires an assessment of the effects and results of the policies, if they were successful and what changes they instigated in the region or the world.

The Arab League began with a meeting of representatives of Arab states in 1944. A pact was signed in 1945 to protect their independence and integrity, especially against Palestinian Jews.

The term Commonwealth was first used in the 1920s and given legal authority by the Statute of Westminster in 1931. The title Commonwealth of Nations was adopted in 1947 by those members of the former British empire who wished to maintain a link with each other.

The Organization of American States was founded at the 9th Pan American conference in Bogota, in 1948, to promote American solidarity. There were 32 members in 1990.

[8 to 10 marks] will be scored if the candidate provides all that is known about the chosen organization, with implicit analysis of role and impact.

[11 to 13 marks] answers require better focus on political role and impact.

[14 to 16+ marks] should be awarded for a structured essay with analysis of political role and impact.

19. Assess the main successes and failures of *one* regional or international organization during the second half of the twentieth century.

Given the time period of the question, the United Nations will be an obvious choice. The successes and failures of UN peace-keeping and economic work should be well known to most candidates. Of course any other relevant organization can be selected.

[8 to 10 marks] will be given for a narrative/descriptive answer with implicit assessment of successes and failures.

[11 to 13 marks] answers require more explicit assessment.

[14 to 16 marks] will be awarded for a structured essay focused on successes and failures.

[17+ marks] candidates will need to provide an in-depth analysis.

20. To what extent was the failure of any *two* international *and/or* regional organizations to achieve their objectives due to factors beyond their control?

Candidates need to outline the objectives, their failure, then explain why they failed and to what extent the failure was due to internal factors, and to what extent external factors. External factors could include war, poverty, members' rivalry and disagreement, lack of means to support the measures, financial or otherwise, *etc.* Internal factors could include corruption and mismanagement, and there might be internal factors that were beyond the organisations' control.

[8 to 10 marks] will be scored for narratives of failures with implicit judgement.

[11 to 13 marks] answers require some allocation of blame for failure.

[14 to 16 marks] essays will focus on and analyse "factors beyond their control".

[17+ marks] candidates will demonstrate real insight into the difference between internal and external factors and the difficulties of controlling them.

Topic 5: The Cold War

21. In what ways, and for what reasons, did super-power rivalry dominate international politics between 1945 and 1961?

The origin and events in the Cold War between the given dates need to be explained and assessed to see to what extent rivalry between USSR and USA was responsible. Some areas to explore could be: origin, Communism versus capitalism/democracy, or rivalry between the powers for influence, satellites, trade *etc.*; Germany. Were the different policies the result of mutual fear, desire to dominate or economics? Eastern Europe, what motivated policies here? Korea, US and USSR policies leading up to and during the war could be assessed.

[8 to 10 marks] will be scored for a narrative of some events with implicit focus on rivalry.

[11 to 13 marks] answers require explicit focus in a detailed narrative or in an attempted structured framework.

[14 to 16 marks] would be awarded for structured analytical essays focused on super-power rivalry.

[17+ marks] should be scored for perceptive insight and different interpretations.

22. Analyse the role of Germany in the origin and development of the Cold War.

Negotiations about the future of Germany before the end of the Second World War, the division of Germany and Berlin, Berlin blockade and airlift 1948-1949, Bizona, currency, division into the Federal Republic of Germany (west) and the German Democratic Republic (east) could all be relevant, but they must be analysed within the context of the Cold War. The building of the Berlin Wall, 1961 would probably serve as a suitable end date.

[8 to 10 marks] will be scored for a narrative touching on some of the above with implicit analysis.

[11 to 13 marks] answers require a more detailed account and explicit analysis.

[14 to 16 marks] should be awarded for a structured analytical essay focused on Germany's role in the Cold War.

[17+ marks] might be awarded for different interpretations.

23. Explain and evaluate the impact of the Cold War on developing countries.

Explanation could consist of why both sides in the Cold War were interested in many developing countries, as spheres of interest or satellites, for both offensive and defensive roles, both political and economic, in Cold War politics. For evaluation candidates should consider and judge if the different sides obtained the benefits they had hoped for. An example could be Castro's Cuba as a base for the USSR near America. There are many other examples in Africa and Asia; also the non-aligned countries could be mentioned. There is much material that could be used, although this will probably not be a popular question.

[8 to 10 marks] should be given for a narrative touching on some of the above with implicit evaluation.

[11 to 13 marks] answers require more detailed accounts and explicit evaluation.

[14 to 16+ marks] would be awarded for clear structure and focus and explicit evaluation of the impact on developing countries.

24. "A product of the Cold War, and a reason for the prolonging of Cold War tension." To what extent do you agree with this statement about the Vietnam War?

For "product of the Cold War", candidates need to discuss the situation in Vietnam after 1945, the French Indo-China war, the Geneva accords 1954, the split at the 17th parallel, with the Communist north and US dominated south, then the US policy of containment fearing a domino scenario.

Candidates could also consider feelings between north and south. Was there genuine animosity or was it fanned by USA and Communist policies?

For "prolonging the Cold War", an assessment of the bitterness caused, the effects on the USA of their failure to succeed in Vietnam, an increase of fear and tension on both sides, could all be considered.

Thus there is much that should be known. Do not expect all, and reward selective skills.

[8 to 10 marks] will be scored for a narrative of some of the above with implicit evaluation.

[11 to 13 marks] answers require more relevant detail and evaluation.

[14 to 16 marks] candidates will write analytical answers focused on the quotation.

[17+ marks] would be given for highly perceptive and balanced essays.

25. For what reasons, and with what effects, did social and cultural differences affect the origin and development of the Cold War?

Candidates need to discuss the social and cultural differences of east and west, such as communism with its planned economy, more regimented education, and the strict party line which permeated much of life in the east, as opposed to the less rigid democratic life partly dominated by the free market economy. Both used propaganda to belittle the life style of the other side and thus helped to foster hatred and prevent understanding.

[8 to 10 marks] will be scored for descriptive answers which do however point out main differences.

[11 to 13 marks] could be obtained when specific evidence is given to show the effect in the Cold War.

[14 to 16+ marks] candidates will write focused, balanced essays with adequate specific examples.

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

26. Examine the relationship with the state of (a) one minority religion *and* (b) one majority religion.

A minority religion is liable to discrimination and persecution whereas a majority religion is often the state religion and enjoys a privileged position. An example of the former is Catholics in Northern Ireland and of the latter Catholics in Eire (Southern Ireland). Candidates can select any two religions; they may be in different countries or in the same country. They can also use the same religion as both a minority and a majority religion in two different states.

If only a minority religion or a majority religion is addressed mark out of **[12 marks]**.

[8 to 10 marks] will be given for a descriptive answer with implicit examination.

[11 to 13 marks] answers require more explicit examination.

[14 to 16+ marks] would be obtained for a full, balanced analytical essay.

27. Using examples to support your answer, assess the importance and extent of religion as a political factor since 1950.

Candidates should understand “political factor” to cover governments’ internal and external policies, seeking support at home and allies abroad. No number of examples is suggested, but general answers with no named countries and religions, as specific examples will not score well.

[7 marks] and under will be scored for vague generalisations.

[8 to 10 marks] may be obtained for a descriptive answer with implicit assessment.

[11 to 13 marks] should be awarded for better focus and more explicit assessment.

[14 to 16+ marks] candidates would write a structured answer focused on “importance and extent”.

- 28. In what ways, and for what reasons, has the position of racial or ethnic minorities deteriorated in *two* countries, each chosen from a different region?**

Two countries to be named and each chosen from a different region must be selected, and an unspecified number but legitimately could be only one, racial or ethnic minority from each country must be assessed for how, (*e.g.* discrimination and persecution) and why, (*e.g.* prejudice and fear) their position within the countries had deteriorated.

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

[8 to 10 marks] will be scored for a descriptive answer with implicit explanation.

[11 to 13 marks] answers require more explicit explanation.

[14 to 16+ marks] should be awarded for a clear, focused analytical response.

- 29. Why have racial or ethnic minorities tried to preserve their cultures, and what problems have they faced in doing so?**

No specific number of minorities is demanded but fewer assessed in depth will be more acceptable than a list of names or unsupported assertions. “Why” could include to preserve their heritage and identity, solidarity in an unfriendly environment and religious and ideological reasons. Problems could include legislation, persuasion, education and wish of the children to be like their peers.

[7 marks] and under will be scored for short general answers.

[8 to 10 marks] may be given for a descriptive answer with implicit explanation.

[11 to 13 marks] answers require more explicit explanation.

[14 to 16+ marks] should be awarded for structure, focus and analytical explanation.

30. To what extent, and for what reasons, did religious, racial, or ethnic persecution take place during the twentieth century?

This is a wide general question which could produce varied responses. The best answers will be specific, not describe the persecution (but the holocaust will probably be included) but explain it. Reward depth and specificity.

[7 marks] and under will be given for very general answers.

[8 to 10 marks] might be scored for descriptions with implicit explanation.

[11 to 13 marks] could be obtained for better detail and explicit explanation.

[14 to 16+ marks] answers require relevance, structure and valid arguments. The best answers will consider “to what extent” carefully.
