



MARKSCHEME

May 2014

HISTORY

Route 2

Higher Level and Standard Level

**Paper 1 – Peacemaking, peacekeeping –
international relations 1918–36**

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For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.

1. (a) What, according to Source C, were the problems of implementing Wilson's Fourteen Points? [3 marks]

- The ideas originated in America;
- They took no account of the realities, passions and suspicions of Europe raised by the war;
- Europe was still suffering from the war;
- Clemenceau had anxieties over Germany.

Award [1 mark] for each relevant point up to a maximum of [3 marks].

(b) What is the message conveyed by Source E? [2 marks]

- The crying babies and stern looks on the mothers represent Europe's competing claims. Their attitudes seem to indicate a certain unwillingness to cooperate;
- Wilson was acting as a judge in the baby show trying to resolve the competing claims. This indicates he was seen as having an important role to play;
- There were no prospects of success. This could be supported with reference to the caption.

Award [1 mark] for each relevant point up to a maximum of [2 marks].

2. Compare and contrast the views expressed in Sources B and D about Wilson and the Fourteen Points. [6 marks]

For “compare”

- Both sources focus on the contradictions between Wilson's principles and the realities of the European situation;
- Both sources mention that Wilson hoped an international organization would solve disputes; the Covenant of the League of Nations is mentioned in Source B, and Source D refers to an international organization acting as a mediator;
- Both sources agree that the old diplomacy had its faults;
- Both sources mention a shift from the old diplomacy to the new diplomacy outlined in the Fourteen Points.

For “contrast”

- Source D states Wilson encouraged ethnic groups to have their own nation states in public statements, but considers it unfair to blame him for tensions over self determination as nationalism was a force that already existed in Europe, whereas Source B indicates that he allowed violations to his own doctrine on this issue;
- Source B indicates that the new diplomacy would be unable to deal with threats, whereas Source D states that a new way to deal with international relations made sense;
- Source B allocates responsibility for the failure of the settlement to Wilson, whereas Source D considers that many of Europe’s problems had not been created by Wilson.

Do not demand all of the above. If only one source is discussed award a maximum of **[2 marks]**. If the two sources are discussed separately award **[3 marks]** or with excellent linkage **[4–5 marks]**. For maximum **[6 marks]** expect a detailed running comparison/contrast. Award up to **[5 marks]** if two sources are linked/integrated in either a running comparison or contrast.

3. **With reference to their origin and purpose, assess the value and limitations of Source A and Source C for historians studying the contribution of Wilson’s Fourteen Points to the peacemaking process.** **[6 marks]**

Source A

Origin: German chancellor Prince Max of Baden’s letter to President Woodrow Wilson, 6 October 1918.

Purpose: To request that President Wilson take diplomatic steps to restore peace and start negotiations between the parties; to avoid further bloodshed by concluding an armistice; to inform him that the German government accepted the Fourteen Points as the basis for negotiations.

Value: An official communication from the German chancellor that was produced at the time negotiations for an armistice were taking place. It shows that Germany believed the Fourteen Points were Germany’s best chance for a just peace and that Wilson was central to the peacemaking process. It provides evidence that in the upper echelons of the German government there was a belief that the Fourteen Points could be applied.

Limitations: It doesn’t tell us whether or not the Fourteen Points were subsequently applied. Also, because of the political instability in Germany at the time, Source A cannot tell us whether this approach by the German government would continue to be the negotiating policy of a possible new German government.

Source C

Origin: Extract from a book written by a German professor in 1940.

Purpose: To assess the history of relations between Europe and Germany.

Value: Written by an academic, as such, the author may have had an opportunity to research the topic in-depth and with hindsight. The author lived during the period when the Fourteen Points were being considered.

Limitations: The book aims at analysing issues beyond the events of 1918–19, so treatment of Wilson’s Fourteen Points may be limited; the pacifist ideology of the author; the fact that it was written by a German in the context of another world war.

Do not expect all of the above. Ideally there will be a balance between the two sources, and each one can be marked out of **[3 marks]**, but allow a **[4/2 marks]** split. If only one source is assessed, mark out of **[4 marks]**. For a maximum of **[6 marks]** candidates must refer to both origin and purpose, and value and limitations in their assessment.

4. “President Wilson thought he could bring peace to Europe but he succeeded in bringing confusion.” Using these sources and your own knowledge, evaluate the validity of this claim. *[8 marks]*

Source material

Source A: Wilson’s Fourteen Points played an important part in bringing an end to the war and opening negotiations with Germany.

Source B: Wilson ignored nationalism in many areas; he did not contribute positively to the reparations issue; he did not support self-determination in Austria, Hungary and Germany; he deluded himself about the benefits of the Covenant of the League. The new diplomacy was confronted with threats.

Source C: Wilson was unfamiliar with the nature of European problems, such as the mistrust between France and Germany; he misguidedly thought he could impose a new order on the continent. However, he contributed to raising awareness about the need for a new international order to achieve a lasting peace.

Source D: This source claims that Wilson did not play a role in the development of ethnic conflicts in Europe, many of which had long term roots; it lays stress on the importance of his contribution to open diplomacy and promotion of an international organisation to provide collective security. Older forms of diplomacy had failed.

Source E: The cartoon shows President Wilson, with the Fourteen Points in his hand, judging the claims of the European nations. He is confronted with a difficult task with no satisfactory way to resolve all the conflicting claims and expectations of the different national groups.

Own knowledge

Own knowledge could include: analysis of Wilson’s idealism with reference to the content of the Fourteen Points; his efforts to address the issues that had caused the First World War; the part played by the conflicting aims of the remaining countries of the Big Four in making the terms of the Paris Peace Settlement deviate from the Fourteen Points; further details of the role of Clemenceau and France’s fear of Germany; the clash between self-determination and the conflicting territorial adjustments made (with detail of at least one conflict); the creation of numerous weak, small states, that contributed to instability in Europe; the issue of reparations; Versailles as a peace that was not “between equals”; the role played by public opinion in each country; the proposal to form a League of Nations to manage international disputes initially produced some good results; the rapid changes in Europe (revolutions, the collapse of governments and/or empires) acted as forces that contributed to destabilising the continent; although it was beyond Wilson's control, it was difficult for stability to be achieved without the support of the now isolationist US.

Do not expect all the above and accept other relevant material. If only source material or own knowledge is used the maximum mark that can be obtained is *[5 marks]*. For maximum *[8 marks]* expect argument, synthesis of source material and own knowledge, as well as references to the sources used.
