

MARKSCHEME

November 2001

HISTORY

Higher Level and Standard Level

Paper 2

Topic 1: Causes, practices and effects of war

1. Analyse the long and short-term causes of *two* wars each chosen from a different region.

This should be a popular question. Candidates must select their two wars, and examine both the long and short-term causes. Analyse means that they must discuss the importance of both types of causes and judge which were more likely to have led to the outbreak of hostilities. They should also discuss the interaction between the long and short-term causes, and the action or event that sparked the war, probably after tension had built up for some time.

No doubt both the World Wars, the Korean War and the Vietnam War will be used as examples. If a candidate makes the point that the Second World War had different causes for warfare in different regions, allow it as two wars from different regions. Civil wars can of course be used as examples.

[8 to 10 marks] will probably be scored for narratives of the causes of two wars.

[11 to 13 marks] answers will differentiate between long and short-term causes.

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

[17+ marks] might address different interpretations.

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

2. For what reasons, and with what results, has guerilla warfare been used as an instrument of policy?

An instrument of policy suggests a way for a group such as a minority or a pressure group to obtain the cause that they are advocating, and when guerrilla warfare is used, fighting for. 'For what reasons' means why has guerrilla warfare been selected as the chosen method? The reasons for the rejection of other methods such as negotiating, should be assessed, as well as the arguments for using force/violence. Perhaps external pressure has been exerted upon the group.

'With what results' demands a verdict, success, failure or even the status quo. The effects on the country that has suffered from the guerrilla warfare should also be assessed. Of course actual details will depend upon the examples chosen.

[7 marks] will be the maximum for general essays with no named examples.

[8 to 10 marks] could be awarded for one adequate narrative or several cases mentioned but not thoroughly examined.

[11 to 13 marks] could be given for two examples with reasons and results stated well.

[14 to 16+ marks] answers will be focused and structured on reasons and results.

3. 'The most significant war in the second half of the twentieth century.' To what extent do you agree with this verdict on the Vietnam war?

A question worded in this way, *e.g.* 'how far do you agree with this verdict?' requires at least 75 % of the marks to be awarded for an examination of the named subject, in this case the Vietnam War. The top mark bands could be reached by agreeing with the quotation and proving it, or disagreeing with it and demolishing its significance. In both cases alternative wars could be suggested and discussed very briefly.

Areas that could be considered are: Vietnam as part of the Cold War; the United States' policy of containment and the domino theory; extent of the United States' participation and failure; unification of Vietnam; scale of the conflict but the avoidance of a nuclear or world war. A possible alternative might be the Korean War as the first 'hot war' in the Cold War.

[8 to 10 marks] for a narrative of the war with implicit significance.

[11 to 13 marks] with more explicit significance.

[14 to 16 marks] for a structured analysis of points asserted for significance.

[17+ marks] for a balanced answer perhaps with different interpretations.

4. Examine the economic effects of any twentieth century war on *one* winner and *one* loser.

Note that this question only asks for economic effects. Any political or social effect must have been caused by economic problems or improvement to be relevant for this question. Germany might be an obvious choice as a loser in the First or Second World War, with France or Britain or perhaps United States for either World War or USSR for the Second World War. The question says 'any twentieth century war' so allow a winner and loser from different wars.

[8 to 10 marks] for narratives of the chosen winner's and loser's countries after the war.

[11 to 13 marks] for a narrative with explicit examination of economic effects.

[14 to 16+ marks] for analysis of the economic effects on the winner and loser.

If only the winner or the loser is tackled mark out of **[12 marks]**.

5. Compare and contrast the causes and results of the Spanish Civil War and the Chinese Civil War.

For comparison of causes, both occurred in times of political and economic crises; ideology played a part in both: both had right wing and left wing parties fighting each other. For results both were bitter and caused much bloodshed; both resulted in totalitarianism and to some extent bloodshed. Differences could include religion in the Spanish Civil War, and Communism in the Chinese War. The former resulted in a right wing regime and the latter in a left wing regime.

[8 to 10 marks] will probably be scored by end-on narratives with some linkage.

[11 to 13 marks] may be end-on, but the linkage will be explicit.

[14 to 16+ marks] answers will have a comparative structure and some clear analysis. The top end may contain different interpretations.

If only one war is written about *[8 marks]* cannot be reached.

Note the Chinese Civil War consisted of two separated periods of fighting, 1927 to 1937 and 1945 to 1949. Expect candidates to refer to both periods but do not expect them necessarily to differentiate between them. This is a demanding question so reward those who have worked out the similarities and differences between the two wars.

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

The intention in this topic area is to focus on the experiences of non-European colonial states: the rise of colonial nationalism, the post-colonial legacy and the progress or lack thereof, of such states.

The following are unacceptable examples:

- those which relate to the emergence of “new states” after the First World War (Paris Peace Settlement)
- the Dominions
- Castro’s Cuba
- successor states of the former USSR or Balkan and Central European nationalism.

6. Analyse the emergence and development of *two* independence movements, each chosen from a different region.

For emergence candidates could consider both negative *e.g.* the nature of the regime the independence movement sought to overthrow and replace, and positive *e.g.* the aims and ideology of the movement - features. For development, candidates could examine the members of and support for the movement, methods used *e.g.* legal, peaceful, subversive, guerrilla warfare *etc.* The final position of the movement should also be assessed, such as success with achieving the aims, or failure and collapse of the movement.

Some suitable choices for this question could be the independence movements in Cuba, India, Kenya.

[8 to 10 marks] answers would probably narrate with implicit focus on emergence and development.

[11 to 13 marks] would be more explicit on emergence and development.

[14 to 16 marks] would structure and analyse although a chronological framework might be suitable.

[17+ marks] would be balanced and perhaps offer different interpretations.

If only one movement is offered mark out of *[12 marks]*.

7. Assess the successes and failures of *one* ruler of a newly independent state.

This should be a popular question, but make sure the state is ‘newly independent.’ The Caribbean and Cuba are legitimate choices, but most of Latin America obtained independence from Spain in the nineteenth century. Castro, rulers of the Indian subcontinent, and African rulers such as Nkrumah and Kenyatta would be suitable.

Success could include areas such as stability, law and order, economic development, education, health care, and an appropriate foreign policy. For failure candidates might consider a break down of law and order, economic collapse, decline in the standard of living, financial ineptitude, dictatorship, and the ultimate failure loss of position after a coup.

[8 to 10 marks] answers could narrate with implicit reference to success and failure.

[11 to 13 marks] would be explicit on success and failure.

[14 to 16+ marks] would be structured and analyse success and failure.

8. What were the main problems that faced *either* India *or* Pakistan in the two decades after independence in 1947?

The years 1947 to c.1967 include for India, Nehru 1947 to 1964, Shastri 1964 to his death in 1966, and Indira Gandhi. Candidates could obtain good marks with a full examination of the problems faced by Nehru, but some might be able to refer to the problem of three different rulers in a short time.

For Pakistan, it is probable that only Jinnah who died in 1948 and Ayub Khan who was president 1958 to 1959, will be known, as high office was split between a Governor General, President and Prime Minister, which did not lead to stability.

Both countries faced some of the following problems: constitutional and administrative; religious, *e.g.* between Hindu and Muslim; economic decline and social unrest; boundary disputes; foreign relations during the Cold War. For Pakistan instability and military should be examined.

[8 to 10 marks] will probably describe some of the above.

[11 to 13 marks] could refer to most of the above and include some assessment.

[14 to 16 marks] answers will analyse most of the problems.

[17+ marks] essays will be balanced, analytical, and perhaps include different interpretations.

9. To what extent did *either* Algeria or Cuba develop as a successful new state?

Cuba will probably be a popular choice. Candidates need only discuss Castro's regime but those who are aware of the earlier situation would deserve extra credit. Of course an answer which only dealt with the period after independence from Spain and before Castro would be valid. When Castro seized power in 1959, Cuba was not a successful new state, and Castro was still alive and in power in 1990 when the IBO syllabus ends but candidates need not cover the full period.

Algeria was promised 'semi-independence' in 1947. This did not satisfy many so an 'armed rebellion' was fought 1954 to 1962. Independence was proclaimed in 1962. Ben Bella was President until 1965 when he was deposed by Bournedienne who died in 1979. Candidates would probably go to 1965 or 1979.

The usual areas should be considered for success, such as form of government, stability, repression, economic and social development and foreign policy.

[8 to 10 marks] answers will probably narrate all they know with implicit focus.

[11 to 13 marks] will address 'how successful' more explicitly.

[14 to 16 marks] will structure and analyse success (and failure) critically.

[17+ marks] could consider different interpretations and perhaps the down side of independence.

10. In what ways, and for what reasons, have former colonies faced social and cultural problems in the second half of the twentieth century?

Ways that former colonies could be affected could be: increased expectations followed by disillusionment, decline in standards of living, subjection to a one party state or a ruler of a different religion, tribal rivalry. Reasons could include: introduction of one party states, economic decline, religious divisions, the Cold War, and the media revolution which has spread both knowledge of the west and changing attitudes to morality.

This is a very open question: accept an in-depth study of one former colony, or answers structured on ways and reasons which use several colonies as examples.

[8 to 10 marks] answers could be general but must name at least one specific colony and have implicit colony focus.

[11 to 13 marks] will have explicit focus on ways and reasons.

[14 to 16+ marks] will be based on a clear structure and contain analysis.

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

11. Compare and contrast the use of propaganda in *one* left wing and *one* right wing state.

Reasons for the use of propaganda could include: brainwashing; maintaining support for the regime and ruler; to conceal atrocities, mistakes and hardship; to foster a cult of personality. Methods could include all forms of the media, posters and rallies *etc.*

Specific details will of course depend on the states chosen. The use of propaganda was less sophisticated in the early years of the century. Hitler's Germany and the USSR under Lenin or Stalin will probably be popular choices.

[8 to 10 marks] answers could be end-on accounts with attempted linkage.

[11 to 13 marks] will have more successful linkage.

[14 to 16 marks] will have a comparative structure, and adequate evidence.

[17+ marks] might discuss the different results of propaganda *e.g.* did it succeed in covering up the Holocaust?

If only a left wing or a right wing state is discussed, *[8 marks]* cannot be reached.

12. Evaluate the domestic policies of *either* Juan Perón in Argentina *or* Mao Zedong (Tse-tung) in China.

The dates for Perón are Minister of Labour and Social Security 1943 to 1946, President 1946, re-elected 1951, exiled 1955, returned 1973, died 1974. His domestic policies included the expansion and organisation of the urban working class at the expense of agriculture, social work and legislation, helped by his wife Eva, and in his later period conflict with the Church and economic crises.

Mao became Chairman of the People's Republic of China in 1949, relinquished this in 1959, but remained as Party Chairman. He reasserted his primacy in the Republic with the Cultural Revolution, 1965 to 1968, but was only a figurehead, c. 1970 to his death in 1976. Candidates could assess his land reforms in the largely peasant society, his 5 year plans for industry, the Great Leap Forward with the rural communities - a disaster with famine and starvation.

[8 to 10 marks] answers could be mainly descriptive.

[11 to 13 marks] will probably evaluate within a narrative framework.

[14 to 16+ marks] will contain a critical analysis of most of the important domestic policies of the chosen ruler.

13. Analyse the government organisation of *two* single party states each chosen from a different region.

Government should suggest an examination and analysis of areas such as: the constitution or type of government structure; the actual power of the ruler or party in power; any curtailment of this power; methods to enforce the ruling of the state, censorship, terror, *etc.*; law and order or lack of it. Some conclusion should be reached as to the effectiveness of the two governments chosen.

[8 to 10 marks] answers will probably be descriptive with implicit analysis.

[11 to 13 marks] will contain more explicit analysis among the description.

[14 to 16+ marks] answers will focus and structure on the different areas of government organisation, which they will analyse.

Either mark as a whole, or divide the marks up to 12/8 either way. If only one state is addressed mark out of **[12 marks]**.

14. Account for the rise to power of *either* Josef Stalin in the USSR *or* Julius Nyerere in Tanzania.

For Stalin reasons for the 1917 Revolutions are not relevant. He rose to power after the Soviet regime had been established by Lenin. Candidates could consider the following points: how Stalin's career during Lenin's regime helped; his appointment of party officials who would support him; his use of Lenin before and after Lenin's death; his defeat of Trotsky and other party members; his character, personality and ruthlessness. It could be said that Stalin was secure in power by 1929, but allow some consolidation after this date.

For Nyerere candidates could assess the importance of his education in a country with little education, his personality and charisma, his ability to lead and win support, and the situation in Tanzania. He organised the Tanganyika African National Union, 1954 to 1955, which won electoral success in 1958 and 1960. When independence was granted Nyerere was Prime Minister. He was elected President in 1962 and was re-elected in 1965, 1970 and 1975.

[8 to 10 marks] for a narrative of the rise to power with implicit accounting.

[11 to 13 marks] with more explicit focus on reasons for the rise to power.

[14 to 16+ marks] for structured answers which analyse in some depth the rise to power of the chosen ruler.

15. For what reasons, and with what results, has Communism been adopted by rulers of single party states?

The focus of this question is the appeal of Communism. It might be said that rulers of Communist single-party states fall into two categories, those who have embraced Communism before they obtained power because they believe in it, and those who impose it on the country that they are ruling. Examples of the former could be Lenin and Mao, whilst Castro belongs to the latter. The question says rulers in the plural, so an account of one ruler is unlikely to score well, perhaps a maximum of **[12 marks]** might be appropriate, but an in-depth analysis of why and how, for example, Lenin and Castro chose and developed Communism would satisfy the demands of the question.

[8 to 10 marks] answers might be tentative and descriptive.

[11 to 13 marks] would perhaps select two rulers and say why they wanted to base their rule on Communism.

[14 to 16 marks] would focus on ways and reasons and analyse both motives and methods.

[17+ marks] answers might question and analyse motives.

Topic 4: The establishment and work of international organisations

16. In what ways, and with what success, have international *and/or* regional organisations helped the economies of developing countries?

Probably most candidates will choose the League of Nations and the United Nations, or their agencies. The International Labour Organisation was founded in 1919 to secure improvements in working conditions, to improve economies and the standard of living, and thus provide stability in impoverished countries. Its relative success meant that it was retained as a special agency of the United Nations. It is hoped that other organisations will be used as evidence. International charities such as Cafod could be used. Ways of helping could include, financial support, support in kind such as seeds or machinery, advice, especially from visiting experts, and debt reduction. Success will depend on the specific countries and organisations selected. Candidates could note that in spite of much effort by many organisations weak economies and endemic famine remain.

[8 to 10 marks] could be scored by descriptive answers with at least implicit assessment.

[11 to 13 marks] will have some explicit focus on ways and results.

[14 to 16+ marks] essays will contain more critical analysis.

17. Assess the aims and policies of *either* the Organisation of African Unity *or* the Organisation of American States.

The OAU was founded in 1963 at a Pan-African conference, with the aims of maintaining unity and solidarity among African states, eradicating colonialism, and settling border disputes. Its policies were successful in some cases especially in its early years, *e.g.* border disputes between Algeria and Morocco were settled, and colonialism virtually disappeared, at least in its old form. But the OAU failed to help in many cases *e.g.* Biafra, Ethiopia versus Somalia and its prestige has lessened. It has always lacked the power to impose sanctions.

The OAS was founded at the ninth Pan-American conference at Bogota in 1948. It aimed to settle disputes, promote economic development and welfare, and thus secure stability in the Americas. It has been successful in easing tension in various areas, *e.g.* between Bolivia and Chile, and in the Panama region. United States domination has been criticised, as well as its strong anti Communist stance between 1952 and 1962, when Cuba was expelled. But members supported the blockade in the missile crisis.

[8 to 10 marks] answers might narrate foundation and a few events.

[11 to 13 marks] will be more focused on aims and policies.

[14 to 16 marks] will structure on aims and policies and assess them.

[17+ marks] might be scored with comments on different interpretations of the chosen organisation.

18. Evaluate the attempts of at least *two* international *and/or* regional organisations to prevent and limit conflict and war.

As at least two organisations are demanded candidates must be careful not to write a general essay. No doubt the efforts of the League of Nations and the United Nations will be considered and the verdict reached that the latter was more successful than the former, but to obtain a good mark it must be made clear why this was so, in other words why it was possible, indeed to be expected. Thus the support, methods available, *etc.* to the chosen organisations must be evaluated, used in conjunction with specific examples, and a verdict of success or failure pronounced.

[8 to 10 marks] answers will probably narrate some attempts with implicit evaluation.

[11 to 13 marks] will contain more explicit evaluation.

[14 to 16+ marks] answers will be structured and contain critical evaluation.

19. Why was the United Nations founded and how successful has it been as a peacekeeping force up to 1968?

Although the second part of this question might partly overlap with the previous question, this one is much more clearly defined. The United Nations was founded in October 1945 to take the place of the failed League of Nations, to oversee the problems of the war, to work for peace and foster international relations. The main areas it tried to mediate between 1945 and 1968 were: Palestine 1947, Kashmir 1948, Indonesia 1962, Cyprus 1964, to obtain cease-fires in the Middle East, 1956 and 1967, and the Korean War 1950. It failed to intervene in Hungary in 1956, and Czechoslovakia 1968. Do not expect all of the above.

[8 to 10 marks] could describe United Nations' foundation and refer to some peace keeping attempts.

[11 to 13 marks] might give the reasons for its foundation and comment on its success in some peace keeping missions.

[14 to 16 marks] will structure on 'why?' and 'how successful?' in an analytical answer.

[17+ marks] will be awarded for balanced analysis and perhaps different interpretations.

20. Explain the difficulties faced by international organisations in *two* countries each chosen from a different region.

This is a very open and probably difficult question. It should not be attempted unless a case study of this subject has been researched. Difficulties could be the result of internal conflict, actual warfare, outside pressure, perhaps from one of the super powers during the Cold War, corruption, government opposition *etc.*

[8 to 10 marks] for rather general accounts of international organisations in two countries.

[11 to 13 marks] for an attempt to explain the difficulties.

[14 to 16+ marks] for a detailed explanation of the difficulties.

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

Topic 5: The Cold War

21. 'The Cold War was an inevitable outcome of the Second World War.' To what extent do you agree with this assertion?

Candidates might disagree with the word 'inevitable', but agree that it was a natural progression from the Second World War. They could discuss some of the following: USSR and the West were unnatural allies brought together only by Hitler's invasion of USSR; problems emerged over post war policies at Tehran, Yalta and Potsdam; Soviet troops capture of eastern Europe, and the West's fears of this; Soviet demands for a buffer zone because of fear of another invasion from the west; mutual distrust. At least some of the above should be analysed and a conclusion reached.

[8 to 10 marks] could be obtained by a narrative account with implicit assessment.

[11 to 13 marks] would be given for a more explicit assessment of 'inevitable' outcome in perhaps a narrative framework.

[14 to 16 marks] answers would contain balanced assessment.

[17+ marks] essays might give different interpretations.

22. Analyse the factors which influenced the development of the Cold War, up to 1968, either in Asia or in Europe.

This question requires analysis of factors which influenced specific events relating to the development of the Cold War in either of the regions named, *e.g.* for Europe, Germany, the Soviet presence in eastern Europe, NATO, and the risings in Hungary and Czechoslovakia. China, Korea and the early stages of the Vietnam War could be assessed for Asia. Analyse should suggest to candidates that they must explain how their selected factors affected the Cold War, such as increasing tension, causing actual fighting, bringing in more countries *etc.*

[8 to 10 marks] could be obtained by a narrative of some of the main developments with some implicit analysis.

[11 to 13 marks] would have some explicit analysis of factors.

[14 to 16 marks] would be clearly structured and analytical.

[17+ marks] would probably discuss different interpretations.

23. In what ways did the Cold War affect the economies of *two* countries each chosen from a different region?

Material for this question would depend on the countries chosen. General assertions with no specific evidence would not be satisfactory, therefore candidates should not attempt it unless they have done case studies on this subject. Some probable relevant topics to consider would be: an actual war zone, armaments and the arms' race, nuclear development, expense of arms, ruin of agriculture, famine, trade restrictions or help, aid for development in return for support, *etc.*

[8 to 10 marks] for a description of some of the above in two named countries.

[11 to 13 marks] for descriptive material with explicit assessment of the effects on the economies.

[14 to 16+ marks] well evidenced, structured and analytical answers.

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

24. To what extent was the Korean Conflict a product of Cold War tensions?

Korea had a troubled pre-war history; at Yalta 1945 it was agreed that it should be divided at the 38th parallel, with Soviet forces to the north and United States forces to the south. Thus two rival states developed. Both wanted sovereignty of the whole. The north aided by Chinese volunteers invaded the south. As the USSR was boycotting the United Nations, a United Nations resolution was passed to aid the south. Thus this was the first 'hot' war in the Cold War. Many Chinese and United States troops were involved. Candidates must assess how and to what extent this was a Cold War conflict.

[8 to 10 marks] answers will probably narrate the war.

[11 to 13 marks] for some explicit assessment of Cold War tensions in the causes and course of the war.

[14 to 16+ marks] answers will focus on the extent to which the Korean War was part of the Cold War.

25. Assess the impact of United States' foreign policies on developments in the Cold War between 1960 and 1990.

Candidates could perhaps consider three angles, in what ways the United States contained, provoked, and helped to end the Cold War. For these they could discuss policies relating to Cuba, Vietnam, the arms' race, Africa, the Middle East, MAD, containment, and spheres of interest *etc.* Do not demand all, but for good marks a well rounded essay based on a focused argument (see Q23) should be produced.

[8 to 10 marks] for some of the above points and implicit assessment.

[11 to 13 marks] for explicit assessment.

[14 to 16 marks] for a structured, balanced and analytical essay.

[17+ marks] might be scored with different interpretations.

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

26. In what ways, and for what reasons, has religion affected the social and economic policies of *two* countries each chosen from a different region?

Material will depend on the countries chosen. Probably social policies have been more affected than economic ones *e.g.* Muslim and Catholic states might be suitable examples.

[8 to 10 marks] for descriptive answers with implicit focus on affect.

[11 to 13 marks] with adequate evidence of ways and reasons.

[14 to 16 marks] for structured analytical essays which do address both social and economic.

27. Analyse the position of *two* religious minorities during the twentieth century.

To analyse the positions candidates need to consider the legal, constitutional, economic, social *etc.* positions of the minorities and establish if they were disadvantaged. Jews in Germany (allow as a religion) and Catholics in Northern Ireland might be popular choices.

[8 to 10 marks] answers could be descriptive with implicit assessment.

[11 to 13 marks] might have more explicit comments.

[14 to 16+ marks] essays would contain a balanced analysis of the two minorities.

28. How and why have *two* minorities, racial and/or ethnic, tried to achieve self-determination?

How means the methods used, for example peaceful, legal, or violent. Why could mean both why were they trying and why did they choose these methods. Specific details will depend on countries chosen. Two racial, two ethnic or one of each is acceptable.

[8 to 10 marks] for narrative or descriptive accounts of the efforts.

[11 to 13 marks] for answers which address how and why.

[14 to 16+ marks] for reasoned analytical answers.

29. In what ways has Islam been (a) a force for unity and (b) a source of conflict, during the twentieth century?

Candidates could write an in-depth analysis of one Islamic, or even non Islamic country that fits both a and b, or more likely use several different countries as examples.

[8 to 10 marks] for descriptive answers with implicit mention of unity and violence.

[11 to 13 marks] for more explicit attention to unity and violence.

[14 to 16+ marks] for a balanced analysis of both.

30. ‘The position of both religious and ethnic minorities has deteriorated (weakened) during the second half of the twentieth century.’ To what extent do you agree with this assertion?

This is an opportunity for those candidates who excel in taking a wide view and writing a more philosophical essay.

[8 to 10 marks] for answers that describe but lack a clear argument.

[11 to 13 marks] for those who make a genuine attempt to answer the set question.

[14 to 16+ marks] for thoughtful, analytical or original essays.
