



MARKSCHEME

May 1999

HISTORY

Higher and Standard Level

Paper 2

Paper 2 mark bands

The method of assessment used by the IBO is criterion-referenced and not norm-referenced. That is to say that candidates are judged by their performance in relation to the identified assessment criteria and not in relation to the rest of the population being assessed.

The mark bands concentrate on positive achievement.

mark band 19-20

It is not expected that an essay in this mark band would be a 'perfect' answer but it should be directly focused and show a depth of historical understanding. There is likely to be evidence of wide reading. In addition, the candidate's answer will demonstrate **one** of the following: a highly developed awareness of historiographical issues, a high level of conceptual ability, or a successful challenge to the assumptions implied in the question.

mark band 17-18

The specific question is answered in a direct and focused manner. There is likely to be evidence of reading which has been effectively used in the answer. There may be an appreciation of historiographical issues. Arguments and concepts will be well developed.

mark band 14-16

The question is effectively and relevantly addressed and the answer is supported by accurate knowledge. The answer demonstrates a consistent level of analytical ability, although not all aspects of the issues have necessarily been addressed.

mark band 11-13

The knowledge shown is generally accurate, relevant and adequate to support a sound answer. The candidate's analysis is not fully developed.

mark band 8-10

The answer is mainly descriptive or in narrative form and has some explicit or implicit relevance, or is made relevant by its conclusion. Alternatively, there is a coherent argument based on barely sufficient material.

mark band 6-7

The question is only partially addressed and there is a limited demonstration of appropriate skills. There is a limited degree of accurate and relevant knowledge.

mark band 4-5

The knowledge shown is limited, often inaccurate and of marginal relevance to the question. The question is not addressed effectively and there is very little evidence of appropriate skills.

mark band 1-3

There is very little relevant knowledge and little or no understanding of the question. The candidate's answer is no more than a collection of isolated facts or generalisations bearing little relation to each other or the question. There is no evidence of appropriate skills.

mark band 0

If a candidate does not achieve the standard described by mark band 1-3 then 0 should be recorded.

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. To what extent can it be said that the First World War was caused by the alliance system?

This will no doubt be a very popular question: 'to what extent' implies that both the alliance system, and other causes can be assessed, but for a 11 to 13 answer the alliance system must be the clear focus, and for 14 to 16 and higher there must be analysis of the strength, implications *etc.* of the alliances. A general 'causes' answer will only reach 8 marks if it is sufficiently accurate and detailed and 9 to 10 if there is adequate comment on the importance of the various causes. Candidates should understand the alliance system to mean that by 1914 Europe was divided into the Triple Alliance of Germany, Austria-Hungary and on paper Italy, and the Triple Entente of Russia, France and Britain. This is a twentieth century paper, so candidates are not expected to narrate Bismarck's foreign policy, but key treaties and policies behind them should be credited if given, *e.g.* Dreikaiserbund 1873, Triple Alliance 1882, Reinsurance Treaty 1887, all designed to combat problems in Eastern Europe and a possible war of revenge by France. Similarly fear generated the original defensive entente between Russia and France (key dates 1891, 1894 and 1912). Britain entered into an entente with France in 1904 and Russia in 1907.

Candidates could claim that the alliance system caused a localised conflict to spread, but the abler candidates should be able to analyse the alliance system as a symptom rather than a cause - of the unrest, fear, distrust, ambition *etc.* present in the late nineteenth century and early twentieth century Europe, and these caused the war. **N.B.** Italy in 1914 did not consider herself bound by treaty to enter, and the Entente Powers did not form a clear military alliance until 3 September 1914.

2. Evaluate the role of ideological differences in *two* civil wars each chosen from a different region.

This should give candidates who have studied the topic of civil war ample opportunity to use their knowledge focusing/structuring on the role of ideology, how far and in what ways it was an important factor in causing, continuing, gaining support, genuine or an excuse for, winning or losing *etc.*, the two chosen wars, or how far it was overshadowed by other factors such as personal ambition of its so-called supporters *etc.* Any political philosophy or in some cases religion could be considered. Probably the three most popular civil wars chosen will be Chinese, Russian and Spanish, but note that the Russian and Spanish are from the same region. If only one war is tackled or two from the same region, mark out of 12. An answer which described ideological differences with minimum comment would probably score 8 to 10 marks, with satisfactory assessment 11 to 13 marks, with 14 to 16 marks and higher for analytical evaluation which also refers to other factors.

3. In what ways and for what reasons have tactics changed in twentieth century warfare?

This is a very open ended question! No area, number of wars, type of war *etc.*, is specified. Some candidates may think that tactics is synonymous with weapons and write an essay based on twentieth century technology. Provided they explain how the new weaponry has led to different fighting methods, *e.g.* tactics, this would be acceptable. Total war has also been a result of technological changes in mass weapons of destruction. It could also be argued that the atomic bomb has led to local rather than world war because of fear of its use. Urban/guerrilla warfare could also be discussed. This question has great potential so reward structure, focus, thought - especially originality, but all must be supported by specific detail. Vague assumptions will not reach 8 marks, 8 to 10 answers will probably be descriptive, with few reasons, but 11 to 13 and 14 to 16 marks will be obtained by adequate explanation and analysis of 'for what reasons'.

4. How valid is the claim that treaties are not necessary to end wars? Support your answer with evidence from at least *two* regions.

Candidates can of course argue either way and some will probably do both. Twentieth century wars with the exception of the First World War, have rarely ended with immediate major treaties, perhaps because of criticism of Paris Peace Settlement. Instead peace negotiations have been long and drawn out. German sovereignty was restored by the western allies only, to West Germany by the Treaty of Bonn, 1952. The Treaty of Rome signalled the beginning of the European Economic Community, not the end of a war. In 1953 an armistice agreed to end the Korean War and in 1973 the Paris Cease Fire Agreement led to the withdrawal of the US combat troops from Vietnam. The Russo-Japanese War ended with a treaty in 1905 and the USSR bought peace with Germany with the Treaty of Brest-Litovsk, 1918. This is a difficult question so reward those who produce thoughtful assessment based on specific evidence. If only one region is discussed mark out of 12.

5. Explain, with specific examples from their work, how artists have reacted to *two* of the following: Mexican Revolution; Spanish Civil War; Vietnam War.

The word 'artists' includes all art forms, including films, which will probably be used for the Vietnam War, but a single mention of Picasso and Guernica will not be sufficient for a satisfactory answer on the Spanish Civil War. If only one of these areas is tackled mark out of 12. Unfortunately detailed analytical answers are still rare for cultural and social questions so respond favourably to those who do know this area and can assess intelligently.

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

6. Why did some former colonies achieve independence peacefully whilst others had to resort to violence?

No guidelines are laid down as to how many colonies must be discussed, or demanding examples from two regions, but the use of colonies and others in the plural suggest that at least two peaceful and two violent examples of colonies achieving independence should be given. A satisfactory mark of 8 to 10 could probably be obtained by accounts with some explanation, implicit or explicit, of the achievements of independence, and if there is full detail and explicit comment this could reach 11 to 13 marks. A more structured and analytical approach based on the conditions of both the colonial powers, and the emerging independent nations which on the one hand led to a peaceful transition (*e.g.* wish to grant independence, education and political training) and on the other to violence (clashes of interest, subjection, conflicting aims and ideologies), will probably reach 14 to 16 or higher.

7. 'The colonial legacy is the main cause of underdevelopment in many former colonies.' To what extent do you agree with this statement?

Probably most candidates will agree, and will recount the evils of the colonial system, such as greed and exploitation by colonial powers, failure to educate and train, lack of understanding *etc.* For a satisfactory mark these criticisms must be substantiated by specific details of named colonial powers and their colonies. General and vague denunciations will not reach 8; 8 to 10 answers will probably describe problems caused by colonial powers in two or three new states, and those which also include assessment will reach 11 to 13; 14 to 16 and higher essays will contain balanced analysis and perhaps different views. 14 to 16 answers and higher should also include examples where newly independent states have contributed to underdevelopment through their own policies, *i.e.* greed of dictators, doctrinaire attitudes, tribal tensions; again specific examples must be cited for these higher mark bands.

8. Explain the term neo-colonialism and show how it has affected *two* former colonies each chosen from a different region.

Award about 4 marks for a satisfactory explanation of neo-colonialism, such as: 'the use of economic political or other pressures to control or greatly influence former dependencies so as to continue to obtain benefit from them.' An obvious example to use would be one of the former French colonies in West Africa. Also accept a wider interpretation of neo-colonialism where a country other than the colony's former colonial ruler exerts control often through economic pressure or bribing with military aid, for example the USSR in Cuba, or the USA in Central America. Award about 16 marks between the two chosen examples of neo-colonialism (between 9/7 each); thus, if there is an explanation but only one colony used as an example of neo-colonialism, mark out of 13. Specific accurate details and assessment must be provided for 14 to 16 and answers which show a high level of conceptual ability will reach the top bands.

9. **Explain why independence was followed by the emergence of single-party states in two of the following: Ghana; Kenya; Indonesia.**

A narrative account with some comment on the period independence to one party state could (provided two states are addressed) score 8 to 10 marks or even 11 to 13 marks. Higher marks of 14 to 16+ could be obtained by a structured essay of the reasons for the emergence of a one party state, such as: personal ambition, lack of political awareness in the state; economic problems; tribal divisions; internal or external threats to the government; failure/inappropriateness of the democratic system.

N.B. Key dates are: Ghana 1957 independence;
Kenya 1963;
Indonesia 1949.

10. **In what ways and for what reasons have the lives of women changed on the Indian subcontinent since Independence?**

Candidates would be expected to consider various aspects of women's lives, especially education, health and child care, employment opportunities, political rights and status. The question does not demand that all four states in the Indian subcontinent are referred to, but candidates who are aware of differences between them will probably score well. Unsupported generalisations will not reach 8 marks and candidates who are able to distinguish between aspects which changed and those which did not, or are able to understand that change does not necessarily mean improvement, will no doubt score well, 14 to 16 and higher.

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

11. **'Single-party states use education as propaganda to obtain support rather than to instil [increase] knowledge.' How far do you agree with this judgement?**

Candidates should discuss the purpose and ideal aims of education and assess whether totalitarian states use education for the purpose of controlling and manipulating the population so that they will become/remain supporters of the regime. Of course also a better educated population becomes a more able and productive work force. Candidates could also consider whether for example a child suffers more from a lack of education and illiteracy, or a propaganda driven education which improves standards but indoctrinates. Reward those who are able to cite genuine specific evidence rather than vague generalisations, and especially those who go beyond Nazi examples - but as no number or location of examples are demanded, that is not to say that an answer based on one single-party state would not be satisfactory, or reach the higher mark bands with perceptive comments and some depth of analysis.

12. In what ways and for what reasons did China develop its own brand of Marxism/Communism under Mao Tse-Tung?

In what ways could well encompass Mao's long career, as it continued developing to a certain extent, throughout. Key events could be 1921 formation of the Chinese Communist Party, Long March 1934-1935, Civil War 1927-1949, Great Leap Forward 1958-1960, Cultural Revolution 1966-1969. Mao's policies and how far they were traditional Marxist and how far this Chinese (or personal) version, need to be explained. Why could include the largely peasant society; the nature of Chinese history, warlords, civil strife, foreign intervention; the need to harness Chinese nationalism; rivalry with USSR. Do not expect or demand all of the above; mark up to 14 to 16+ for analysis that rises above narrative plus comment, and 11 to 13 marks or lower when comment is sparse or non-existent, thus a totally narrative account of Mao's career would probably score 8 to 10 marks.

13. To what extent was Spain under Franco (1939 to 1975) a Fascist state?

This question is intended to generate a discussion of two key elements, Fascism and Franco's rule of Spain, with a conclusion of how far the two were synonymous. The original meaning of fascism, the totalitarian principles and organisation of the extreme right-wing nationalist movement in Italy (1922-1945) has been extended to include any similar nationalist or right-wing authoritarian movement. Better candidates should state their understanding of 'Fascist State' and assess Franco's Spain in the light of it. Although Franco was proclaimed generalissimo of 'Nationalist' Spain in October 1936, his actual rule of Spain came with the end of the Civil War in 1939 and lasted until shortly before his death in 1975. The final result of his rule was a constitutional monarchy which Franco the dictator had worked for. His rule was clearly authoritarian, only one party was permitted: Spain was at least for a time a police state with censorship. But economic progress, education, modernisation, lessening of the Church's authority all took place. A basic definition of fascism and some key, if general elements are necessary for 8 to 10 marks. Narrative chronological accounts with some explanation could reach about 11 to 13 marks, and genuine assessment and focus on the two key areas 14 to 16+ marks. Of course candidates who deny that Spain was a 'Fascist State', could score well, provided their case is well supported.

14. How far is it true to say that a successful foreign policy is the most important factor for a single-party ruler to remain in power? Examples should be given from *two* countries each chosen from a different region.

Candidates need to discuss and assess the foreign policies of two single-party rulers (from different regions), show how successful foreign policy helped to keep the ruler in power, or an unsuccessful one led to his downfall, then consider other policies, perhaps economic and social measures which when successful ensure a contented population and when unsuccessful lead to discontent and perhaps revolts. Finally some judgement should be made on the importance of foreign policy in maintaining a ruler in power. Here is an obvious question to use Hitler (or Mussolini) as one example, but note that a successful foreign policy does not have to be aggressive or even very active. To help candidates allow a split of marks up to 12/8 either way if the two parts are separate, but if only one region is used, mark out of 12. Many candidates will intersperse their two examples: in this case mark as a whole, with 8 to 10 marks for descriptive answers; 11 to 13 marks for those which contain satisfactory specific factual material and some assessment; 14 to 16 and higher, for focused analytical answers which consider most important and reach a balanced conclusion.

15. **'In the twentieth century right-wing single-party states have often been the result of a conservative reaction to change while left-wing single-party states have achieved power as the result of a revolutionary process against tradition.'** Using examples from at least *two* regions explain how far you agree with this quotation.

This is unlikely to be a very popular question; the length of it will deter some candidates. Able thoughtful candidates could regard it as a challenge, and it is a good opportunity to criticise the question, at least in part. It could be said that right-wing single-party states came into being not so much against change as against failure, *e.g.* Hitler, Mussolini. Various military dictatorships, and left-wing revolutions against autocratic domination kept populations in some kind of servitude (often economic) *e.g.* Lenin, Mao, Castro - sweeping assertions which could be modified throughout the essay! One would like to see a condemnation of the statement for being too sweeping followed by balanced analysis. The main thrust of the question should be reasons for the rise of the single-party states, both the situations that are overthrown, and the Party/Movement that overthrows. A narrative of two case studies would probably score 8 to 10 marks, and an analysis of two case studies 11 to 13 marks, or perhaps 14 to 16 marks. However answers which analyse situations and different forms of single-party states will score 14 to 16 and higher.

Topic 4: The establishment and work of international organisations

16. **How and why did the European Economic Community of 1957 develop into the wider European Union of the 1990s?**

The original EEC came into being when six countries signed the Treaty of Rome in March 1957. The European Community came into being in June 1967 through a merger of the three existing communities, the EEC; the European Coal and Steel Community (ECSC) and Euratom. Candidates who begin with the situation 1957 to 1967, could then go beyond 1967 into what the European Union has become with its enlarged membership and intention of adapting monetary union - the single currency. 'Why' could include the wish to strengthen Europe in the face of Cold War threats, and economic threats from larger blocks, *e.g.* USA; its success with other states wanting to join; its failures needing more organisation; political and bureaucratic ambition, *i.e.* 'empire building'; the wishes, works, aims, ideas of certain key countries and politicians, *e.g.* France and de Gaulle. This is not a very popular or well known area. Reward specific detail and intelligent assessment.

17. **Explain why the Arab League has achieved relatively little success in its attempts to deal with conflicts in the Middle East.**

The League was formed in 1944, the League Pact signed in 1945 with a council in Cairo, but it remained a loose organisation. Until 1967 it was primarily concerned with organising opposition to Israel and with curbing French influence in North Africa and Lebanon. Since 1968 its political influence has declined largely because of its failure in the Middle East conflicts, and at the same time the more extreme Palestine Liberation Movement has become more active. Narrative descriptive accounts, probably of the years 1945 to 1968 would probably score 8 to 10 marks, and those which do explain why as well as recount, 11 to 13 marks. Structured analytical essays which consider the wider implications could score 14 to 16 and higher.

- 18. Define the aims of *two* international economic organisations and analyse their success in improving economic conditions.**

Candidates should define the aims, *i.e.* show what their two chosen economic organisation were trying to do. This could include their constitutions or how they were set up to implement economic improvement. Economic agencies within a large international organisation such as the United Nations would be relevant. Better candidates will base their analysis of success on their definition of aims, and thus score 14 to 16+ marks. A division of marks between the two organisations could be up to 12/8 either way; therefore if only one organisation is addressed mark out of 12. **N.B.** Allow social within economic, and mark as a whole those answers which address their two organisations in one structured essay.

- 19. Explain how the rivalry between the USA and the USSR has affected the working of the United Nations.**

Candidates should know much about this UN topic, but will only reach 8 if specific evidence is given. Some points to raise are: the UN can only act effectively when the interests of the great powers coincide; failures include Vietnam; UN failure to halt Soviet intervention in Hungary, *etc.*; the UN was used as a weapon in the Cold War, both USA and USSR had the right of veto in the Security Council, which was then seldom able to take positive action; effect on choice of Secretary General; exclusion of China until 1971. An account of some of the above with adequate comment could reach about 11 to 13 marks, but 14+ answers need some depth of analysis about the effect of the rivalry and overall benefits in-spite of it as well as some comment on the UN as 'an arena for propaganda' rather than an organisation for constructive parliamentary debate.

- 20. 'International Organisations spend too much time and too much money talking rather than acting.' Discuss this criticism with specific examples from *two* international organisations.**

Although the question is worded in the present tense candidates can legitimately use any two twentieth century international organisations, including those now defunct, such as the League of Nations. Most candidates will probably choose the United Nations as one of their examples. Some of the points noted for question nineteen would be relevant, as well as its financial crisis, refusal of some members to pay, its use as a forum by small/developing nations to express anti-colonial views. Of course some students will disagree or at least point out the expense of mounting a multinational force, and it would be relevant to indicate some UN successes especially in peacekeeping. If a full section is written on the UN it could probably be marked out of 13 or 14 as very little time would be left for the second example, but reserve at least 6 marks for the second one, if the two are tackled as separate essays.

Topic 5: The Cold War

- 21. 'Ideological differences played only a minor role in the origin and development of the Cold War.' How far do you agree with this statement?**

The main ideological differences should be identified, Marxism/Communism with class conflict, publicly owned land, property, industry *etc.*, a regulated economy and society, opposed to a democracy with its free market economy. Candidates could then note the differences between the two between 1917 and 1945 and assess how important they were before explaining other factors in the origin and development of the Cold War such as mutual distrust and fear, ambitions to dominate, misunderstandings. Some key events in the Cold War could be selected and analysed for their underlying causes or motives for disagreement between East and West. A chronological approach could score well provided focused comments on ideological differences and other reasons for disagreement, are given throughout. Unfocussed narratives of all the candidate knows about the causes and events will have difficulty in reaching 8 marks, and 14+ answers will probably be structured with 17+ essays being aware of different interpretations, or show other important skills.

- 22. In what ways and for what reasons did the Cold War affect the Middle East?**

'In what ways' could include the decline of European influence; competition of super powers to influence the area; effect on Arab Israeli conflict; economic and military aid; the oil weapon. 'For what reasons' could include oil; the troubled nature of the area attracted interference; superpowers' wish to extend influence. Weaker candidates could well make no distinction between how and why, but as long as specific evidence is presented this would be satisfactory. Mark as a whole and reward depth and detail - probably with 14 to 16+ marks.

- 23. Analyse the importance of spheres of interest for *one* of the superpowers in the Cold War.**

Whichever superpower is chosen the reasons for seeking to obtain spheres of interest and to a certain extent their uses are similar, but the actual specific details are of course different, and must be given to support the argument. Both the USSR and USA sought spheres of interest for defence; to prevent the other side obtaining it; for strategic geographical reasons; economic considerations; political advantages; to build a power block or base, *etc.* Reward depth, analysis and detailed knowledge. A general answer with no reference to actual states or areas that were regarded as spheres of interest is unlikely to score above 8 marks. We could hope for some historiography, or differing interpretations or other highly developed skills for 16 to 18 or higher.

- 24. Assess the importance in the development of the Cold War of *two* of the following: the Yalta Conference; Berlin; the Arms Race; nonalignment; South East Asia Treaty Organisation (SEATO).**

Candidates should give concise accurate details of the two chosen topics then an in-depth analysis of their importance within the context of the Cold War, *e.g.* of causing, heightening or lessening tension, leading to other events, *etc.* If a narrative account with no relevant comment is written it will be unlikely to reach a satisfactory grade. It is expected that the two parts will be made more or less equal, but allow a flexible 12/8 either way. **N.B.** Yalta 4-11 February 1945: SEATO signed in Manila 8 September 1954. For Berlin expect coverage of its post war division, blockade and airlift, and inevitably, the wall.

- 25. Examine the impact of the Cold War on the social life and culture of *two* countries each chosen from a different region.**

Areas that could be discussed are religion; education; health care; the arts; travel (or prohibition of it), sport. The impact varied considerably with different circumstances affecting different countries, *e.g.* actual war, Vietnam; deprivation as satellite states including military action against uprising, Eastern Europe; greater equality, Cuba; persecution of opponents, Cuba; aid to win/bribe support, developing African countries. Reward specific detail and exact focus on impact, making sure it is of the Cold War. Vague general essays with no specific details will not reach 8 marks, narrative accounts 8 to 10 marks but only if the focus is social life and culture, genuine examinations 11 to 13 marks and higher with in-depth analysis. If only one region is used mark out of 12.

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

- 26. How and why have religious *or* ethnic minorities resorted to terrorism? Examples should be given from at least *two* countries each chosen from a different region.**

Examples must be given from at least two countries each chosen from a different region. 'How' would require the methods of terrorism used, who against *etc.* 'Why', which is the more important issue expects the reasons why terrorism has been chosen as the way to achieve rights - or even control of the state. Reasons could include failure of peaceful methods, intransigent majority, hot headed leadership *etc.* Mark out of 12 if only one country or one region is addressed, and demand specific details for a satisfactory mark.

27. **In what ways and with what success has the Catholic Church addressed social problems in Latin America?**

The question leaves open the number of Latin American countries needed as examples, but probably an answer with specific evidence from one or two named countries will score better than vague reference to several countries. Answers which consist of unsubstantiated generalisation with no exact references/examples are unlikely to reach 8 marks. 'In what ways' could include traditional Catholic missionary activities combating poverty, unemployment, illiteracy and deprivation by education and health care. Also in the second half of the twentieth century more radical measures have been introduced with liberation theology, worker priests and criticism of government policies which have failed the poor. 'With what success' will probably depend on the areas studied as well as the beliefs of the candidate! Many Catholic priests remain traditional conservatives; others have brought hope and social improvement. Of course Catholic lay workers, male and female, as well as women in religious orders, play a large part in social work.

28. **Compare and contrast the aims and achievements of *either* Native Americans and African Americans in the USA *or* Aborigines and Asian immigrants in Australia.**

A comparative question, where the usual instructions apply, that if only one part of the two groups selected is tackled, 8 marks cannot be reached. Note that it is either the two in the USA or the two in Australia. Candidates may not select one from each. A comparative structure will probably score better than end on descriptions and some analysis of the success of achieving the aims should be present in 14+ answers.

29. **Account for the persecution of, *or* the discrimination against, *two* of the following minorities: Kurds in West Asia; Jews in Europe; Chinese in Malaysia; Asians in East Africa.**

A straight forward question requiring reasons for, causes of, the mistreatment of chosen minorities. Fear, jealousy, uncertainty, bias, lack of understanding, bigotry are all areas that could be explored. The division of marks could be up to 12/8 either way and if only one minority is tackled, mark out of 12. As always specific evidence is required for a satisfactory mark.

30. **'Minorities tend to be socially deprived and undereducated.' Why is this still true at the end of the twentieth century?**

Arguments that could be used to support the quotation include, majorities' manipulation of government funding in education and welfare; language problems that prevent understanding of social systems for aid *etc.*; fear from both sides leading to housing ghettos; discrimination in the labour market; twentieth century medicine and complex society works against those who do not conform to the majority; affluence negates tolerance; many minorities are in developing countries. Of course the quotation could be contradicted with many rich educated, minorities or at least individuals who are rich and educated (both Arabs and Jews for example). Reward candidates who produce a thoughtful well structured essay, especially if it is supported by adequate specific detail.
